

Childhood Education

MARCH 1942

Health and Recreation

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Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

Volume 18

Number 7

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FRANCES MAYFARTH, *Editor*

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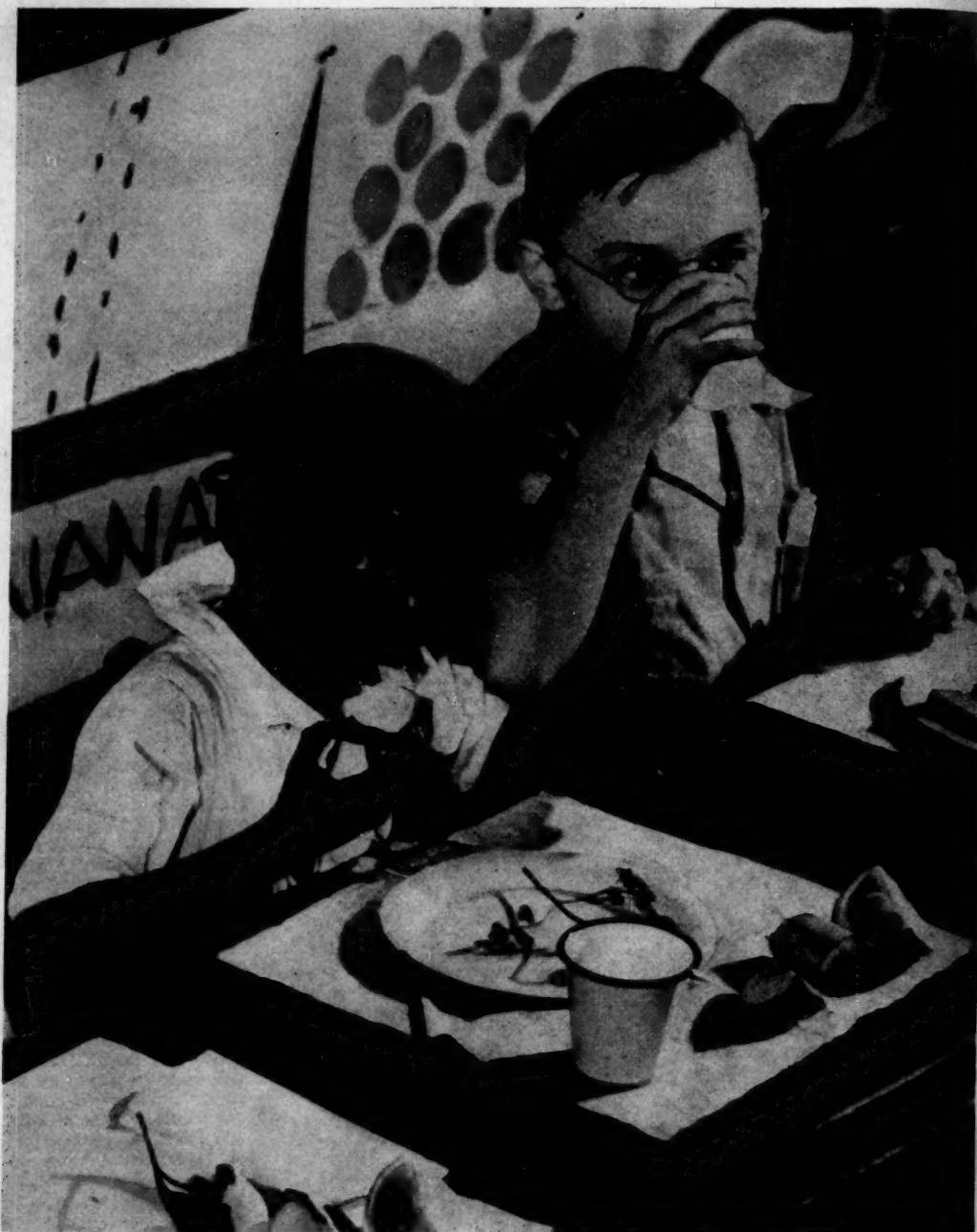
Next Month

■ George Sanchez, University of Texas, has prepared an article on the theme for the April issue, "Cultural Relations Within the Americas—Some Implications for Teachers of Young Children." William Melchior of Syracuse University describes the program of the United States Office of Education for the further development of understanding and appreciation of the other American Republics.

Malcolm MacLean, President of Hampton Institute, discusses the Negro and cultural relations; Willard Beatty, U. S. Office of Indian Education, "America's First Citizens"; and Rachel Davis DuBois, "Developing Psychological Security Through Intercultural Education."

Eva Knox Evans tells about children in migratory camps and what is being done for them. Loretta Leroux gives a picture of Indian children in a pueblo day school in New Mexico, and Helen Storen describes an experiment in intercultural relations in Hamtramck, Michigan.

EXTRA COPIES—Orders for reprints from this issue must be received by the Law Reporter Printing Company, Washington, D. C., by the tenth of the month of issue.



Photographed by Robert Gordon

Contributed by Alma Bernhardt, Prospect Hill Country Day School

We need only apply our skill and forethought
To make a different pattern of machines and men;
We need only use what we already know and have
For life, not death;
For happiness, not frustration.

Editorial Comment

WHILE young children and their teachers must be concerned with certain aspects of national defense, their primary responsibility is to continue to carry on the normal activities which lead to pupil growth and development. The child's chief business is to grow and develop. In the growth and development of children lies the foundation upon which the defense of the future will be built, if not for a war of nations, then for that individual and social struggle for a worthwhile existence and the living of a life on an ever higher plane.

The present emergency causes us to think more clearly about the resources which enable children to live. Among these are health and the God-given right to play. Then why not enlarge these resources by establishing in all of our elementary schools programs of health, physical education and recreation worthy of the name?

Health is not an activity nor is it only freedom from illness or disease. It is a quality of functioning of the organism and therefore has developmental and maintenance aspects. Our health is largely determined by hereditary or acquired defects, by our ability to avoid infections and accidents, and by the way we live, chiefly with respect to diet, sleep, rest, and activity. If children are to use health as a resource in living then teachers, administrators and parents must be interested in such problems as the health examinations for the location and correction of remediable defects, the control of communicable disease, the hygiene of environment, the hygiene of instruction, health instruction, and accident prevention. The length of the school day; the pupil and teacher load; opportunities for play; sleep; rest and relaxation; nutrition; and freedom from defects, infections and worry are factors which influence not only health but also growth and development. Moreover, the pupil-teacher relationship in the classroom and on the playground forms the psychological laboratory through which character and mental health are developed and maintained.

Play is nature's method of education. In their play activities involving the big muscles and movement (physical education activities), children develop understanding and judgment; a great variety of interests, attitudes and ideals; strength; skill; and endurance. Through these activities they develop organic power which serves as a foundation for physical fitness and health.

THIS war was created by adults, not by young children. Perhaps it would be wise for adults to protect children as far as possible from the miseries associated with war. Children have a right to health, to normal growth and development, to security, and to the happiness which comes from carefree play. Tomorrow's best defense is the protection of these rights today.—N. P. Neilson, *Executive Secretary, Department of Health, Physical Education and Recreation of the N.E.A.*

A State of War

A STATE OF WAR HAS EXISTED BETWEEN the United States, Japan, Germany and Italy for ninety days. The variety and intensity of our emotions has been startling and terrific. We have come to, "It has happened. What are we going to do about it?"

To many of us what to do about it means keeping on with the job at hand; giving time, thought and energy to cooperative planning for the physical and psychological protection of the children. There is and will be for some time to come much careful planning to be done.

What about the children? What can we do to prepare them to meet present emergencies? Here is the way Catharine Conradi of Hillcrest, Washington, has handled her situation to date:

"We have twenty-six children in our boarding home, nine are in nursery school and the others attend public school. The age range is from three to eight. On Sunday, December 7, I told some of the older children that very important things were happening these days and that I had just heard over the radio a message to all our Congressmen to be in their places at noon tomorrow because President Roosevelt wishes to talk to them. The time has come to decide what our country is to do as a result of the bombing this morning of some of our islands in the Pacific Ocean. In some countries teachers cannot talk to their children and the children are not permitted to ask questions of their teachers. We in America enjoy this privilege and we think it is the wisest way to live. We shall probably fight other countries who are trying to force us to do differently.

"Following the President's address to Congress, I said casually to small groups, 'You know that we have always taken time to discuss why certain things should be done, haven't we? Now that America is at war we may have air raids and we may not always have time to talk with you. We shall explain when we can, but there may be times when you will have to do as we say without first talking about it. Many other children in many countries have had to do this and have shown that they can do it wonderfully well. You can, too!'

"WE ARE CONTINUING TO TAKE THE OLDER children into our confidence by including them in some of the planning for our safety in the event of an air raid, by requesting their participation in our preparations, and by answering their questions about the whole situation as intelligently as we know how. If there are fears we believe that we can best meet them through first knowing their nature. We are not doing much explaining to the youngest, except to say that we are going to do some things differently. We shall learn to play 'rag doll'—relaxing in small space; learn to play some floor games on tables—the floors may be needed for storage space; use the carpentry bench more as an absorbing muscular activity—in lieu of vigorous outdoor play; continue to do plenty of singing, and practice getting quickly to the refuge rooms when the cymbals sound.

"So far we have not seen any signs of alarm or tenseness. Apparently the children have confidence in and affection for us, the adults. We feel that their cooperation, unconsciously expressed, is fundamentally an appreciation for the democratic freedom they have been experiencing."

A state of war—yes; and we the adults through cooperation *consciously* practiced will save this democratic freedom for the children.—F.M.

Healthful Attitudes

Toward Health

Miss Abbot, Director, Division of Early Childhood, Philadelphia Public Schools, tells how children's attitudes are developed through early experiences in the home and describes how they continue to be developed and influenced by the school environment, the experiences they have there, and the attitudes of the adults with whom they associate.

TWO DECADES AGO there was launched a health education movement that had a widespread influence upon the teaching of health in the schools. The leaders of this movement recognized that the dry-as-dust study of hygiene had no appreciable effect upon health practices. So an appeal was made to the children's imagination and health clowns and health fairies invaded the schoolroom. They related all their antics and devices to the practice of health habits, "the rules of the game." In story, song, and dramatization the most realistic elements were personified and children were introduced to Mr. Germ, Charlie Carrot, and Coffee Pot—the villain.

While one may regard with amusement many of the devices that were invented in the first stages of the movement, there was a sound psychological basis in the recognition that attitudes provide the motive for behavior. As Prescott states it, "Attitudes determine for each individual what he will see and hear, what he will think and what he will do."¹

¹ From *Emotion and the Educative Process* by Daniel Prescott. Washington, D. C.: American Council on Education, 1938.

When the child enters school he brings with him attitudes which have been established during his early years. The emotional tone of the adult who has been responsible for training him in habits of eating, elimination and rest has been the most important factor in establishing a healthy attitude toward health. At school he meets a new adult—the teacher—whose attitudes will affect his adaptation to a new environment where the habits learned at home must be modified to meet the new situation. She makes a deep impression. Her personality, the way she dresses, the quality of her voice, but most of all her attitude toward him are factors in establishing right attitudes. The very climate of his school life is created by her smiles and frowns. Barbara had been in school a whole month when she said to her mother in a bed-time conversation, "My teacher smiled today!"

The teacher must embody the ideals she wishes to teach the children, for health and happiness are contagious. A keen sense of humor enables her to meet with serenity or merriment the unexpected happenings of a society of young children. The intelligent and sympathetic teacher realizes that the attitudes which have been created in the child's early experience will determine the way he reacts to the school environment. Conference with the mother before the child enters school gives valuable information to the teacher in helping the child adjust to the new situation.

But the influence of the home does not cease when the child enters school. In



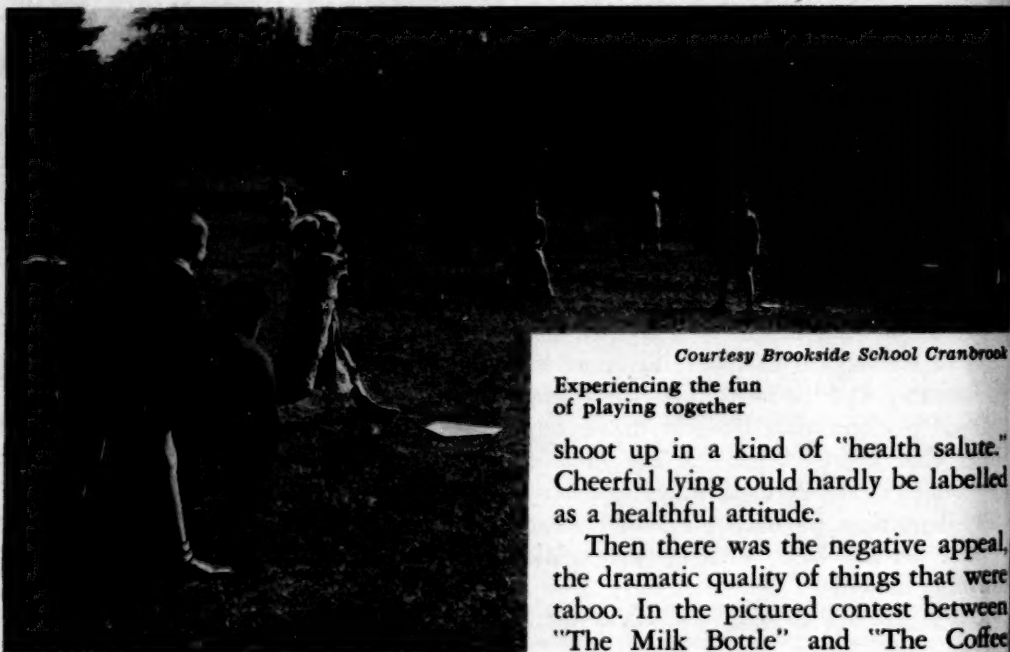
Photograph by Robert Gordon

Contributed by Alma Bernhardt

Preparing orange juice for the mid-morning lunch

recognition of this fact, in the early days of the health education movement, the school was sometimes over zealous in trying to assume responsibility for the practice of health habits in the home. One often wit-

nessed this kind of situation: Teacher says enticingly to the rows of shiny-faced little boys and girls, "How many children ate cereal this morning?" Teacher smiles with satisfaction as hands all over the room



Courtesy Brookside School Cranbrook

Experiencing the fun of playing together

shoot up in a kind of "health salute." Cheerful lying could hardly be labelled as a healthful attitude.

Then there was the negative appeal, the dramatic quality of things that were taboo. In the pictured contest between "The Milk Bottle" and "The Coffee

Pot," how much more interesting in appearance as well as taste is the villain in the play! Junior's mother was surprised one morning at breakfast when he asked her to put some coffee in his milk. "Just one or two little drops, Mummy," he begged. She replied in amazement, "Why Bobbie, you never have had coffee nor wanted it before. What are you thinking of?" "Well," he said, "I want to tell my teacher that I've had coffee for breakfast and see the face she makes up when I tell her."

Close cooperation between the home and the school is enlightening for teachers as well as parents. The teacher's acceptance of the child's parents and their customs is as important as her acceptance of the child. Condemning coffee drinking without understanding the food habits of certain racial groups may create resentment instead of cooperation. The rigid morning inspection of the early health education movement gave the children from underprivileged homes a sense of inferiority that was more damaging than the lack of physical cleanliness. The teacher who respects the personality of each individual and who is solicitous for each child's welfare knows the needs of the underprivileged child.

Not only is cooperation with the home important but active cooperation with welfare agencies in the community may make it possible to meet the needs of more children. At the present time many schools are feeding underprivileged children which is a most commendable community service. But feeding is more than procuring food and getting it into children. Methods must be devised to protect the underprivileged children from bearing the stigma of being "different" from their more fortunate classmates. Children have been known to go hungry rather than accept tickets for "free" food when the others were buying theirs.

Cheerfulness and serenity aid good digestion. The mid-morning lunch for young children in the kindergartens and early grades provides an opportunity for developing right attitudes. The children enjoy setting the table, serving one another, and washing the milk bottles after lunch. The sociability of the groups seated at small tables develops a kind of friendly and inconsequential conversation which has its own quality and is quite different from the exchange of ideas in the work period or in the discussion period.

Health Pervades All Phases of Life

The modern school emphasizes the fact that there is a health aspect to every phase of the child's life. The schoolroom environment and the routine are planned so as to make the practice of health habits reasonable and satisfying. Children are guided in taking over the responsibility for their own health practices. In order to prevent overstimulation and fatigue, provision is made for alternating periods of activity and repose. The introduction of the rest period into the kindergarten and early grades in many schools gives opportunity for developing relaxation and emotional contentment. The willingness to accept conditions imposed by a darkened room, quiet, and a certain kind of social isolation indicates a healthy emotional attitude. The ability to act intelligently in relation to practical situations gives a child a sense of freedom.

Freedom to explore, freedom to ask questions characterize the new curriculum. The natural curiosity of young children, the questioning which really means, "Why? What is back of this?" is the basis for developing critical thinking. While it is more important to stimulate thinking than to accumulate a body of facts, knowledge that is useful will be discovered in exploration.

Health education is not a separate subject but an integral part of experience. The

thoughtful teacher is ever alert to see implications for learning in situations that may arise unexpectedly. On a cold morning the kindergarten children were much excited to find the milk bottle caps pushed up and sitting on a frozen mass. When the teacher explained that it would not be wise to drink such cold milk, the children suggested putting the bottles by the radiator. This experience led to interesting experiments with freezing, melting, and boiling water. Enrichment of experience which is associated with the practice of health habits provides a natural form of motivation.

Perhaps there is no more delightful and natural way for young children to develop health consciousness than through the care of living things. Gardening and the care of pets should have their place in every school. Raising animal families means providing food and water, shelter, and conditions of cleanliness. Wholesome attitudes toward elimination and reproduction are a natural outcome of this experience.

In the literature of health education there has been a tendency to sugar-coat information by presenting facts in story form. Some of this material bears a close resemblance to the moral tale of bygone days. However, there are certain stories that appeal to young children—stories which touch their own daily experience. "How the Singing Water Got to the Tub" from Lucy Sprague Mitchell's *Here and Now Story Book* is a good example. This story stands on its own merits in the lovely cadence of the words and the charming verse with health habits incidental to the story itself. The biographical material represented by the stories of health heroes makes a strong appeal to the older children. The lives of these men and women not only tell of the discovery of new scientific truths but have the thrill of real adventure.

In the modern curriculum the children

survey their own community and study its needs and resources. In one of the Friends' schools, the high school boys and girls were concerned about the problems presented by the occupancy of a number of dilapidated houses by derelicts. A committee went to the proper authorities and described the conditions and, as a result, the houses were razed. But these socially minded boys and girls went further. They helped establish a playground for little children in the vacant lot and acted as play leaders in out-of-school time.

In the present emergency the emphasis on the preservation of health has shifted suddenly to the preservation of life itself. Perhaps there never was a time when parents and teachers needed to be more concerned for the emotional well-being of children. In a little pamphlet entitled, *Children in Wartime*, the Child Study Association answers parents' questions about establishing positive attitudes in children in the situations created by the war. The attitude of parents is recognized as the most important factor in giving children security. "There are things we have learned from England about children in war time, and the most important is that so far as their morale is concerned it is the parents who determine the mood."

The school has a special responsibility in these days to maintain morale because of the necessity for air-raid drills. Many children will take the instructions and follow the routine in a matter-of-fact way, but the school needs to consider thoughtfully the effect of drill and strict compliance with rules upon its total program. To maintain a normal balance, creative activities richer in quality than ever before should be a part of the child's daily experience. Friendliness and humor should pervade the atmosphere of the classroom. There are no priorities on health and happiness for the rising generation.

Healthful Living In Lincoln School

Here is a cooperatively prepared article describing the integrated health education program at Lincoln School, Teachers College, Columbia University, prepared by Miss Axelson, Lincoln school nurse, and Miss Weber, teacher in household arts. They describe the contributions of parents, classroom teachers, specialists and the children themselves to learning how "to live healthfully in order to live fully."

"BUT LOOK, EVEN IF lots of people in Mexico aren't so healthy, we aren't either," commented an eleven-year-old boy in a group studying South American culture. "A million of our men weren't healthy enough to get into the army."

Startled with that remark this group of children in Lincoln School, the experimental progressive school of Teachers College, Columbia University, eagerly began to explore the reasons why we aren't so healthy. In their discussion, as a background for understanding causes, they decided that health—physical and mental wholeness—comes from a good way of living. This kind of living is necessary for anyone who wants to have fun, who wants to be able to play hard and to work hard, to do important things.

It is this philosophy of health—the significance of wholesome or healthful and safe living for zestful, full living—which functions in Lincoln School. Here regard for health is vital. Activities are integrated so that children can appreciate

relationships and sense the unity of what they are experiencing. Programs are a balance of classroom activity, recreation, and rest. Life is democratic and in other ways carries out the constructive traditions of progressive education.

Contributing specifically to a health program are the following phases of school life: parent participation, health services, cafeteria supervision, guidance, health curricular activities including physical education, and especially the integrated emphasis throughout the school upon health.

Parents in the Health Program

Parents work closely on health problems of their own children and groups of children with classroom teachers, the school physician, the nurse and the teacher of nutrition. They come individually and in groups for staff conferences, a means for much of the health education in respect to young children especially. They give valuable criticisms of school health activities, particularly in terms of evaluation of health learnings of their own children.

They also participate at times in special classroom activities in health. Parents who are public health specialists, physicians and scientists may take part in a group discussion on some phase of health or they may help to arrange trips to hospitals, health clinics and biology laboratories. A father who is a scientist, for example, planned a trip to an animal experimental laboratory for ten-year-olds who were preparing to do a nutritional study with white rats. A mother with highly specialized

knowledge of housing conducted a trip on housing for ninth grade students. And a mother who is a doctor is at present giving Red Cross First Aid courses to groups of senior high school students and to parents.

Health Services

The Health Office, like the rest of the school building, is a colorful, inviting place. Here the yearly examination of each child, which is a survey of his physical growth, including blood pressure, takes place. Developmental histories of children, obtained at the time of their entrance in a conference with their parents, are brought up to date each year. This conference is expedited by means of concise supplemental health history forms which parents fill out. The objective findings of the above cumulative records are available to students making studies of their own growth and development.

The follow-up of physical examinations of the school and the correction of physical defects are the responsibility of the home. Health specialists and teachers cooperate closely, however, with family physicians in ways the latter suggest.

Health protection is to a great extent a way of living. The stress is upon the cooperation of everyone in the practice of safety, building sanitation and hygiene. In the control of communicable disease, for example, parents, children and staff members share responsibility. All children who have been absent are readmitted in the Health Office by the school doctor or nurse. Children who have been exposed to a communicable disease outside of school or in school are examined, during the time they might contract the disease, both at home and in the Health Office upon entrance to school.

That children develop wholesome, helpful attitudes toward health protection is the principal concern of teachers. They encour-

age children to take increasing responsibility for their own health and that of the group, to matter-of-factly make use of the Health Office for care of injuries and the reporting of acute ailments like colds. Through the treatment of these emergencies children usually acquire realistic health learnings, such as practice in first aid and the importance of consulting a doctor for medical care.

The Cafeteria and Health

The cafeteria, directed by a graduate dietitian with an interest in education, has always been an important factor in healthful living in Lincoln School. Young children from the age of seven, when they begin to remain at school for part of the afternoon, through nine years of age, are served by the cafeteria in a small, quiet but gayly furnished dining room. The tables in the room have been colorfully decorated by the children themselves. Here they have warm balanced meals of simple food, with some part in the service of it. They acquire in a natural way the social phases of eating, friendly visiting and acceptable table manners as well as the social value of eating commonly served foods.

Before children begin to choose their lunches in the cafeteria they have some foundational work in nutrition. In addition they have a supervised experience in eating in the cafeteria, preceded and followed by classroom discussion in which they learn about the work and expense involved in the preparation of their school meals. They also learn that food handlers must not only be clean but that they must be free from disease.

Teachers of the elementary school give friendly assistance to children in their group who need help in selecting a balanced lunch. The classroom teacher, dietitian, teacher of nutrition, the physician

and nurse work closely together on food problems of individual children which are frequently discovered in the cafeteria, and on food problems of the school as a whole.

Health Guidance

The classroom teacher in the elementary school and the class adviser in the high school usually assume the chief responsibility for health guidance of children in their groups, for these teachers are in a unique position to know the children and their families. The psychologist, the physician, physical education teachers, nurse and nutritionist work with these teachers, however, directing their attention to health needs of individual children and groups of children and performing other services in keeping with their capacities and the teachers' special requests.

Guidance for emotional health is largely positive in nature. The school tries to contribute to a child's sense of security. He is regarded as a real person, he is given constructive freedom, he has an opportunity to acquire knowledge and control of his body, and he is in a group of children of his own social development even if he is of superior mental development. Additional curricular activities challenge the abilities of this type of child.

In the present emergency the school is trying in various ways to meet the emotional needs of children. It is not only giving high school students, for example, special courses which they want—auto mechanics and nutrition for the emergency—but it is endeavoring to help these boys and girls appreciate their specific need for an education because of the reconstruction period ahead.

For the occasional child who needs highly specialized guidance the parents may seek the help of a psychiatrist. Staff members always stand ready to work with this specialist in ways he may indicate.

Health Education Curriculum and Special Teachers

Health education is not governed by a set curriculum. In general, the health needs of individual students, of the school and of the community decide the content of the programs in health. Since the children are concerned with vital problems of living, the persistence of the above needs is the assurance of their consideration in the school program. For example, many boys and girls in the upper elementary groups for years have been choosing first aid for their free work. They are eager to learn about the prevention and first aid treatment of injuries and conditions which they themselves have experienced. Since war was declared, however, the community need for skill in this field has extended and intensified the school's interest in the subject so that it has been necessary to offer classes in first aid to students from the ninth through the twelfth grades.

The chief responsibility for the development of curricular health activities in the elementary school rests with the classroom teacher. Special teachers in health, the household arts and science teachers and the nurse may function in the program in three ways: They may act as consultants to the teacher. They may contribute from their special fields to activities initiated by the teacher. They may develop for a group special units within their fields, the classroom teacher taking the chief responsibility for guiding the experience and integrating it with other activities of the group.

The children have no definite text books in health education. They use as source material a wide variety of publications on health. In the school library they find popular magazines dealing with health, and scientific and popular books on anat-

omy and physiology, community sanitation, the history of medicine and the like. Students also use as references government publications, newspapers and pamphlets of national, state and city health organizations. Other kinds of materials include films, slides, laboratory specimens, live animals, a skeleton and models of the human body such as a cross section of the human head and a manikin with detachable organs which is known throughout the school as "Susie."

The Field Trip as a Type of Curricular Health Activity

The field trip is an especially vital kind of curricular activity in Lincoln School. Young children may make short excursions into the immediate neighborhood, visiting grocery stores to learn what kinds of food are kept and how they are handled. They may study street sanitation at first hand or call upon the local firemen. High school students may do a bacteria study of clean glasses in neighborhood soda fountains, or in connection with their study of human growth and development, may visit the nearby hospital to observe through the glass window of the nursery the limited capacities of new born infants. The older children also explore New York City and its immediate environs. They go to tropical fruit boats, city food markets, milk pasteurizing and bottling plants and to suburban farms. At times they take excursions of a few days to a week or longer to distant communities. A group of ninth grade students studying *Living in a Power Age* spent a week, for example, in a practically self-sufficient community in rural Massachusetts.

Most excursions have some health import. It may be only special consideration of the health and safety of the children such as adequate clothing and the formulation of rules for safe behavior on the

trip. Long trips, however, are always particularly meaningful in regard to health. A week end visit of twenty ten-year-olds may illustrate this. The children were invited by the parents of one boy in the class to spend a week end on their Connecticut farm. The mother of the boy, desirous for suggestions from the teacher for making the experience constructive, welcomed the idea of having the children participate in the planning. Since the mother and one maid had chief responsibility for providing for them during this week end the children felt that their help was needed. There would be twenty-three guests, twenty children and three teachers.

The group began to make preparations two weeks before the trip. In their discussions of plans they appointed the following committees: house inspection, menus, snacks, games, kitchen help, bathroom and schedule committees.

The menu committee in addition to working out, with the help of the nutrition teacher, simple, balanced menus and suggestions for the hostess, prepared in school to take with them meat loaf, cookies, and open-faced cherry pies with a minimum of pastry. The snack committee planned fruit juice drinks for afternoons. The bathroom committee worked out definite schedules for bathing and for preparation for meals. Each child knew whom he was to follow.

The trip was a success not only because of the constructive self-direction of the children but because it afforded an opportunity for boys and girls to really live together and to become a more closely knit group, always one of the valuable outcomes of a long excursion.

Physical Education an Important Phase of Health Education

Throughout the school children of each age group have a definite period every

(Continued on page 326)

We, Too, Like To Play

Children in institutions are too often society's forgotten children—forgotten in the sense that they, like other children, have emotional needs which must be met if they are to become happy, contributing citizens.

Miss Barnes, Former Field Worker in Institutions for the National Recreation Association, analyzes some of these needs and tells how they can and are being met through intelligently planned recreational programs. Miss Barnes is now with the American Red Cross in Washington, D. C.

DO OUR BOYS AND GIRLS have opportunities to play together? How can we devise a plan whereby our children can have their own spending money? Do our children belong to the Boy Scouts, Campfire Girls, Catholic Youth Organization, or participate in other extra-curricular activities connected with school or church? What are our arrangements for social opportunities for older boys and girls? How can we have a camp? Is each of our children resourceful enough to use his free time happily after leaving the large groups at the institution for life in a family home? Can we arrange to have dogs and cats and other pets for the enjoyment of our children? Are our children well acquainted with the location and function of civic institutions such as the public library, post office, bank and depot?

These are some of the problems that confront our institution heads today. They realize the importance of the child's social development as well as his academic, vocational and religious education. Because this

development, under their direction, has to take place in time other than that spent in school and church, it must become a part of the recreation program.

A full, balanced recreation program can do much to fill the mental health needs of children, which have been simply summed up as the need for security and affection, the need for recognition as a person in order to build self-esteem, and the need for adventure and thrill. In institutions it is generally true that these needs are more apparent than in ordinary family life. The reasons for this are, first, the characteristic features of institutional life; second, the characteristics of children residing in large groups away from their own homes as compared with those who live with their own families; and lastly, the reluctance of the public to regard these dependents as normal individuals rather than as a group of orphans.

Are Children in Institutions Different from Others?

The typical institution is run on routine with a limitation of funds, facilities, and leadership. There is a constant turnover of part of the population, a segregation according to sexes which differs from a normal family situation, and the problem of staff relationships, all to be considered. Added to these we may find an isolation from community life which is physical or purely one of attitude.

In this institution are the children any different from those who reside in their own homes? Aside from physical or mental defects which might have placed them in this situation, are there any ways in

which they, as a group, differ from boys and girls who live with their own families and which should be remembered so that we can better understand them?

First we must remember that they are separated from their own home and family, which immediately distinguishes them from the child outside. No matter how many advantages we offer, we cannot quite make up for that lack of warm response and sense of security that accompanies normal family life. Keeping it ever in mind, however, we can try to make up for it.

Secondly, the children did not ask to come to the institution. It is true that boys and girls outside do not choose their parents, and have little choice in where they shall go to school; but in making friends and following leisure-time pursuits they have a far greater opportunity for choosing than do the institution children.

The institution child finds himself in a group in which the range of mental age is great. In a home for dependent and neglected children, there is certain to be a few whose mental age may be such that they are considered feeble-minded and others whose development has been so retarded because of the unfortunate circumstances of their lives that it does not correspond mentally to their physical development. These children are thrown together in their dormitories, their dining rooms, and in their playrooms. They are only separated in their school; therefore, in planning a leisure-time program one must always allow for the diversity of mental accomplishment in the group. This makes the problem of the recreation director in an institution twice as hard as that of the school teacher in that same institution or of the recreation worker outside the institution.

Children seem to be the worst offenders when it comes to falling into a rut. Due to their youth and consequent plasticity

and their general tendency to follow the crowd without logical reasoning, they easily adjust to a routine dictated by adults and follow their daily schedule with relatively few signs of restlessness. Because they readily make this adjustment, it is often difficult to pry them away from it, or to awaken initiative that may have been lost in the systematizing of their daily living. Unfortunately, blind group consciousness is prevalent in most institutions.

Institution children often have a limited recreational background. Usually they have been shifted from one institution to another, or have lacked opportunities at home, or have had inadequate encouragement from adults. Lack of knowledge as to simple games as well as skills in constructive activities and no desire for pastimes like reading are quite common among them.

There seems to be a lack of loyalty in team play among institution children. This usually comes as a surprise, especially to a new leader who thinks that because the children all sleep in the same room, all eat at the same table, all brush their teeth at the same time, all get up and go to bed at the same hour, and all follow the same program throughout the day, that they are used to team work and therefore will demonstrate it in their games. After all, their grouping in the institution is entirely an arbitrary thing. They do not choose their living companions and, therefore, that feeling of group loyalty is not always apparent. There are some exceptions, and they are happy ones. When a group from one institution plays with a group from another, then loyalty is evident of course, just as it is in interschool competition; but within their own group, institution children sometimes fall short when it comes to team loyalty or other attributes of good sportsmanship.

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routine demands which come with institution life, the children seem to be more hungry for activity and more intense in their play than those outside. The feeling of insecurity springing from past experiences might be the reason for their desire to grasp all they can and gobble it down before someone snatches it from them. This is a constant source of concern to leaders dealing with these children. For example, a handcraft leader who is planning to hold a weekly class introduces a project at the first session which she expects will take three or four weeks to complete. She is appalled at the next meeting of the group to find that the members finished the project a day or so after the first meeting and are hungry for the next thing to do. Because of the uncertainty of their lives, the emotional instability which so many of them have, and the other features of life in an institution, their interests seem to be very short-lived, and yet twice as intense in duration.

We hear that institution children are so destructive and certainly there are plenty of concrete examples to bear out the statement. Picture fifty children living under crowded conditions, having to share toys, receiving no instruction on how to use or take care of their play things. No wonder they are more destructive than fifty other children living apart in their own homes with their very own toys and a whole environment that gives them some sense of values. We do not expect children instinctively to be appreciative and careful, but we do know that they can be guided in learning to take care of their possessions and to use them properly.

How Recreation Contributes to Emotional Health

It is not our intention to picture the institution child as a drab little automaton, deprived of fundamental background and

training, yet hungering for activity while lost in a group of children to which he did not ask to belong, and whose members vary greatly in ability and only seem alike in their destructiveness and their lack of sportsmanship. Such a picture might fit some children in some institutions, but it would hardly be fair to say it is true of all. Without a moment's hesitation, we could name children who do not fit this depressing description at all; on the other hand, we must admit that these characteristics are present to a lesser or greater degree in every situation. Now that leaders in the institutional field are not only realizing the possibilities of overcoming some of the discouraging situations, but are also convincing financial supporters of their merit, what success in filling the needs for security, recognition, and adventure are they attaining through recreation?

Security is given to a child who has his very own playthings and a place to keep them where they will be reasonably undisturbed and separated from the possessions of others. Although there should be some community-owned playthings such as a ping-pong set, a tricycle, or a doll house, it should also be possible to have marbles, dolls, jackstones, sewing kits, scrapbooks that are owned individually.

Just as important as playthings is a place to keep these treasures. The new superintendent of one institution realized this when he found his boys bringing their treasured baseball gloves to chapel so that nothing would harm them between games. All sorts of devices exist in institutions for storing each child's "junk"—from cubby-hole arrangements or orange-crate dressers to individual lockers and chests.

Until a child possesses things of his own he will have no sense of property rights or respect for the possessions of others. This is true not only of playthings but also in the matter of spending money. Because

it is so closely related to the development of a hobby program, the contacts in the community, and the sense of security and independence in school affairs, institution leaders are deciding that some system of allowances is essential. Many are learning that the amounts set aside for an allowance have been worth twice as much in the heightening of self-respect as well as the education in saving.

To have the opportunity to be alone and the capacity to enjoy one's own company is very important. In an institution there should be some time each day which the child has for his very own, and there should be one or more places where he can get away from the rest of the crowd. When these privileges are denied him he is usually so lonely when placed in a foster home that his adjustment is most difficult. Especially is this true if he is sent from a crowded city institution to a farm home where there are not the same amusements or other near-by children to play with.

For this very reason individual activities are being stressed more today. Hobbies; personal interests in crafts, music, reading, and sports where two or four participate—these all offer more in the way of carry-over interests. Many of the girls, especially from state industrial schools, go into domestic service. Their free time, then, is limited, and perhaps because of their background their friendships may also be limited. An interest in tap dancing, handcraft, or dramatics started at the institution may lead to their participation in similar groups at a Y.W.C.A. or community center where they can make more wholesome contacts and meet new friends.

A child wants to feel secure in his relationships with others; he wants to have friends and to be a friend. Clubs help, membership bringing not only security but an amount of personal recognition through identification with an established

group, the wearing of a uniform, and the attainment of various ranks. At the same time the club program provides many opportunities for adventure.

Co-recreation brings more security in the way of friendships, more adventures and, often, a growth of self-esteem. Well aware of the fact that the job of preparing the child for life after leaving the institution includes his development in social relationships, leaders are definitely arranging situations in which boys and girls can enjoy each other's society in a natural, unaffected manner. Parties, excursions, clubs, dates, joint playrooms and dining rooms, and joint participation in music and dramatic productions are a few of the methods used.

The desire to love and be loved extends to the realm of pets and in some cases even to gardens. The lessons in patience, unselfishness, and loyalty and the returns in usable knowledge, pride of accomplishment, and material gains warrant the presence of gardens and pets in any institution. The extent of each is usually in direct proportion to the personal interests of those in charge of the home.

By helping the child to acquire skills and abilities which will enable him to compete on a better-than-even basis with other children, we are also adding to his security and his experience of success. Knowing how to swim, to ice skate, to roller skate; having an interest in reading and a knowledge of how to use the public library; when he knows by heart some favorite songs; can use his hands effectively in handcrafts, sewing, painting, or cutting, then he is in a better position to meet life. For the development of poise and self-confidence and to provide opportunities for self-expression there is probably nothing better than dramatics. Many institution workers can testify to the growth of personality and self-esteem after successful participation in a public performance.

Adventure is found in a camping trip, in the experiments in creative activities such as handcraft, drawing, and writing. Adventure accompanies community contacts and should be encouraged, for the purpose of an institution for dependent children is to give them good physical care and education while they are in the home, but also to fit them for life in the community after they leave the institution. More and more, children are going out to school, to Sunday School and church, to summer camps, to friends' homes for Sunday dinner, to school parties and athletic events, to activities at the local "Y" or similar community center. They are joining scout troops to which other boys and girls from the community belong rather than having their own troop at the home; (if the institution has the most suitable meeting place—then outsiders come in); orphan children are using the public library with their individual cards; they are attending state fairs with their own Four-H Club leader. They are participating in the community Hallowe'en parade like all the other kids; they're doing their own Christmas shopping (perhaps only at the five-and-ten); they are attending the local theatre; and they are "making" the athletic clubs, the glee clubs, and participating in the many other extra-curricular school activities. And so they should, for it is through these experiences that they will make lasting friendships; they will learn to get along with other children, and they will come to know what life in a normal family is like. Too, they will know their own community and where to go and what to do in their leisure time, after they leave the institution.

This problem of acquainting the child with the facilities and advantages of the community is often met through planned excursions to places of historic, scenic, or civic interest. The child who has always

gone to the matron to get a new pair of shoes or a blouse and whose idea of a bank is an envelope, marked with his name, in the superintendent's office, needs these trips; he should find out how a money order is secured or how one buys a railroad ticket, or obtains a book at the public library. On these educational tours it is best to keep the groups small. Then the children can ask more questions; they are not inattentive to guides; they do not push and pull at each other because they can see and hear what is intended for them. They are not as conspicuous as large groups would be, and they are saved any embarrassment or resentment which often accompanies the wholesale excursions of children from institutions.

Some recognition on the child's birthday whether it be an individual "cake," inclusion in a monthly party, the privilege of wearing his best clothes, or of being captain of a team fills a real emotional need. Recreation activities and equipment as up-to-date as those found outside the institution also help. Just as children in an institution want to wear ankle socks and have individual haircuts, so they want to knit instead of embroider, play Monopoly instead of Pachisi, have charm clubs instead of lessons in etiquette, and do all the other current things. It is as important that they enjoy the popular recreational activities as it is that they are dressed like their friends in the community. Plenty of surprises are needed to break the monotony of group living. They need not be elaborate and they will be like rain on the desert.

We might go on and on citing ways in which recreation features can help to fill an institution child's needs for security and recognition and adventure, but those mentioned above are the most obvious ones which have come to my personal attention, and I hope they prove their case.

Playing Together As A Family

Many factors contribute to family integration and one of the most important is recreation. But organized recreation as we have it today has tended to break down the family as a unit and the home as a social center. Mrs. Reed of the Ford Republic, Farmington, Michigan, points out the importance of redirecting recreation to the home and evaluates the contributions of family recreation to individual security and better group understanding.

MANY PARENTS AND TEACHERS are realizing the hazards of family disintegration as it has increased during the last twenty years. Social workers, psychiatrists, and teachers are impressed with the instability and unhappy restlessness of children which are expressed in many unhealthy anti-social actions up to and including delinquency. They are equally impressed with the number of cases where such behavior is associated with a lack of understanding and harmony in the home. Many of us feel that there is a very close correlation between this understanding and the development of the family as a social unit. More simply, "A family that plays together stays together."

This does not imply that family recreation is the entire answer or the only answer to the problem of the "gas station—hotel home." We are aware of the fact that many aspects of human relationships are influencing the disintegration of family life. Our changing economic system, the complete transition of women's status in

the world, and all of the many tremendous world pressures are of great significance. The reactions of individual adults to these strains and pressures, leading to all the problems of mental hygiene and psychiatry, leave us considering here but one tiny segment of possible action. But family recreation is one that has possibilities of wide influence which can be exerted on large groups of many ages and interests.

Tommy may be an aggressive menace to an orderly classroom. The psychiatrist may explain it as the result of his feelings of tension and strain at home where a neurotic mother and a professionally preoccupied father offer him little security and no feeling of always "belonging"—being an important, contributing part of the family. Family recreation will not cure the mother's neurosis or solve papa's reasons for being professionally preoccupied. Unfortunately, psychiatric care is not as available as the corner drugstore, so we as the people who are trying to help the Tommies have to work *in spite of* and *with* these emotionally disturbed parents and children.

It would seem, therefore, that teachers, recreation workers, social workers and all community leaders whose interest it is to develop a mentally healthy and happy community might well consider what values there may be in re-directing their influence toward the family unit. Their consideration may well include an evaluation of the influence of play and recreation in this regard.

At the National Recreation Congress last October over one hundred teachers,

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recreation workers and interested laymen participated in a discussion group on home play and family recreation. The challenge they all faced in their own communities was quite similar: organized recreation—commercial, community, and education centered—has tended to break down the family as a unit and the home as a social center. The first common answer to this problem was that recreational and educational organizations in their philosophy and activity should supplement the home and should not attempt, or permit to be forced upon them, the role of rival or substitute.

This point of view in itself is quite a reversal of a more or less common feeling on the part of many workers in education and allied fields who have long felt that they really knew the best ways and could actually substitute the classroom for the hearthstone. This feeling is justified in so far as teaching techniques are concerned but to what avail if the techniques taught are not translated specifically into the art of happy family living?

Integrating Family Recreation

Adult education programs, parent-teacher associations, and mothers' clubs are making an important contribution in interpreting to parents child needs within the school and in contributing to school activities, but they all need to do much more in developing programs to meet the needs of children as family members and to help parents become better parents within the home. A few illustrations of such programs are mentioned here.

In Baltimore, Maryland, the public schools have a parent education department. The community has a department of public recreation and a home play groups association. All three groups cooperatively direct their efforts around the home and family unit, rather than

act as three separate disintegrating forces. The adult education department considers recreation important for adults. It calls upon the department of recreation for leaders who enlist the participation of adults, not in kid games, but in adult play with adult interests and abilities as stimuli. Parties are held for parents—not to raise money or to promote this or that—parties just for fun! Barn dancing, stunt games and singing have proven very popular. Some games that can be played in the home by the whole family are included in the program and the problems of rainy day, sick room and sidewalk play are discussed in a mother's institute.

The department of recreation works through the schools and is associated with them in general philosophy, the use of facilities, and sometimes in personnel. Much emphasis is laid on recreational programs which enrich family life and thus, ultimately, an entire community. Backyard and play bulletins are issued by the home play groups associations. They describe economical and easily constructed equipment and suitable games. Perhaps a swing for toddlers is the pattern this week, with suggestions on how to improve neighborhood playgrounds. Next week it may be an outdoor grill and recipes for outdoor cookery with ideas on what dad, junior and baby sister may find pleasure in contributing to the family project.

Even where activities are directed away from the physical setting of the home it has been very popular in several cities to recognize the family unit in program planning. Schools and community centers are developing "Family Nights." At such times many phases of established programs are readily adaptable to such purposes. A hobby show with exhibits set up in family groupings is one. Dad has his books, Bud his nature collection, the twins their miniature dogs and mother her em-

broidery. They will have a grand time working them into as fine an exhibit as the Smiths' across the street with their oriental fish, photography and sports hobbies.

Parents and children just because they belong to the same family won't enjoy the same things all the time. The home should also furnish the opportunity for and a mutual respect for individual enjoyments. Puppetry, crafts, magic, and listening to good music are activities which have been particularly successful in several situations in furnishing individual pleasure yet unifying family interests and activities.

At Salt Lake City "block parties" are planned to give pleasure to the entire family. In Reading, Pennsylvania, the recreation department distributes home play kits through the school. These kits include things to be made—simple craft activities of interest to the entire family, puzzles, card games and Chinese checkers; also things suggestive for individual work such as new quilting designs and a pattern for a homemade photograph enlarger. The kits are issued on loan as books are from a library.

Home play libraries can be developed in public and school libraries. Such a library would include automobile games; birthday and other special day party suggestions; reviews of recordings for home record players; radio program reviews; suggestions for family trips, emphasizing local possibilities; how to plan and prepare for trips; suggestions for making meal time a social time, and literature on outdoor cookery. This list merely suggests a few of innumerable possibilities. Such a project sponsored by a parent group through the school might exert a very active influence on an entire community.¹

¹ The National Recreation Association, 315 Fourth Avenue, New York City, has publications related to many of these activities. A bibliography will be supplied free.

I have hesitated to mention the war and its implications lest the values and needs discussed in this article may be interpreted as resulting from the war situation. They do not, but rather they are the result of our whole changing pattern of living. The present turmoil can be used as an aiding pressure to attain a better alliance between school and home, and it should also be a time for re-establishing values that have worth in and of themselves. Our whole way of living and the values which we hold high are now being put to the test. It seems almost trite to say that school and community interests will need to be re-directed to family enjoyments, but such is the case. In fact, economic pressure may force upon us this means of aiding mental health and developing individual confidence within the family group.

The experiences of other countries at war lead us to think that we may find any effort we may make toward building family unity and harmony particularly important at this time. During years of turmoil we find people turning to their own families for comforting, reassuring stabilizing assurances of life's meanings and values. And so they should. Certainly all of us who are in any way associated with groups of people, as teachers, parents, recreation workers or in any other capacity will find real worth in contributing to our own and each other's family life. For as surely as his family experience builds the fiber of each individual member, just as surely he will need to enrich his family experience when the outside world threatens his very way of life. And just as surely as many of life's lessons are learned through play, just as surely we can cling to reason and much of our basic security through playing together in our own family units.

Across the Editor's Desk

Board Meeting With Two

IT WAS NOT a real Board meeting, for usually more than fifteen members of the Editorial Board of CHILDHOOD EDUCATION meet at the time and place of the convention of the American Association of School Administrators. Too few members could journey to San Francisco in February to make a regular meeting possible, so Winifred Bain, Chairman of the Editorial Board, and the Editor met the week end of January 29 to talk over plans for the magazine for the next three years.

We appreciated fully the task we had set for ourselves. As a starting point for our discussion we had the recommendations made at the preceding Board meeting at Oakland, California, last July. But many things have happened since then. How could anyone know what will be needed in an educational publication three years from now? How could anyone possibly know what will be helpful even one year from now?

The July recommendations suggested that the next three years' issues give consideration to human resources—what they are and how they can be developed more fully. We talked about these resources for some time, agreeing that we probably were unaware of their nature and number, that we have given little thought as to how they might best be conserved, and how they might be more fully developed to contribute to the common good. We discussed the many changes that have taken place and tried to imagine many others that probably will take place in the schools within the next year. We debated the possible effects of these changes upon children and teachers, upon parents and communities, upon our whole way of life. We considered the fears, tensions, uncertainties, frustrations and adjustments to which all people are being subject today. We evaluated the potentialities for unanimity of thinking and doing in a common cause, we commented upon the sharpness with which true values seem to come to the fore during times of emergency, the persistence of certain fundamentals in a human culture struggling toward the ideal of democratic living, and the need for sufficient determination to preserve this unanimity, these values, and these fundamentals at all costs.

The results of these three days of discussion

and planning will be submitted in outline form to the Editorial Board for evaluation and interpretation. We hope to have two workshop meetings at the Buffalo convention for further discussion, evaluation and interpretation. If you as a reader of CHILDHOOD EDUCATION have suggestions to make, please send them on. To meet adequately the needs of all of us requires the cooperative thinking of most of us.

Fire Place Talks MANY KINDERGARTENS have fireplaces. The one in Public School 138, Brooklyn, New York, has and the teacher, Emily V. Andresen, has made it the center for a series of mothers' meetings. "Mothers have been asking me what the children can do to amuse themselves during an air raid, while they are ill in bed, or when the weather is too stormy for out-door play. So I have planned a series of five fire place talks on Tuesday afternoons at three to teach the mothers things to do so that they in turn can teach the children when need arises. Our first meeting was on January 20 and I taught the mothers to make many different things by folding paper. Next time we shall experiment with paper cutting, with paper construction, and later with stories and songs. I would like to know what other teachers are doing in their mothers' meetings, too."

There have been several calls of late for a suggested list of games to be played while children are seated in school halls and refuge rooms during an air raid practice or alarm. One teacher we know has revived the Mother Plays with success and satisfaction to the children. Such a list would be of help to many people. If you have suggestions, CHILDHOOD EDUCATION will be glad to share them with its readers.

How to Start A School Lunch Program

THOSE OF YOU who read Mrs. Kerr's article on page 318 in this issue may be sufficiently interested to start a school lunch program but may not know how to do so. You can get assistance in organizing school lunch programs and field information on the available foods by writing to the state director of public welfare at your state welfare agency; to the state department of education; to the Works Project Administration or directly to the Surplus Marketing Adminis-

tration, United States Department of Agriculture, Washington, D. C.

The school lunch program is primarily a community enterprise because it must have local sponsorship. The federal government supplies without cost a variety of farm commodities purchased directly to help stabilize the farm market. The program may be sponsored by a tax-supported body such as the local board of education or county commissioners and co-sponsored by the parent-teacher associations, service clubs, civic groups, teachers, lodges, or in fact by any group interested in the welfare of school children. Sponsors supply the needed supplemental foods and give the necessary supervision. In most cases cooks and other help are supplied by either the WPA or NYA. All undernourished needy children are eligible to participate in the school lunch program. Those whose parents can afford it pay a small amount for their lunches. Those who cannot afford to pay get their lunches without cost. But the children themselves do not know who pays and who does not pay.

Hidden Hungers

A HANDBOOK of nutrition projects, *Hidden Hungers in a Land of Plenty*, has recently been published by the National Maternal and Child Health Council in cooperation with the American Association of University Women, the American Red Cross, and the American Dietetic Association. The handbook is divided into eight sections including these titles, "Starting Out Right," which discusses nutrition of mothers, babies and the nursery school child; "Growing Up and Grown Up," nutrition from five to fifteen, through adolescence and maturity; "Food to Be Eaten"; "What Should Go on a Shopping List?" The compiler states that "the suggestions are written primarily for city and town people who do not often have the type of service offered by the home demonstration agent and other activities by the Department of Agriculture, which provide continuing assistance in getting good family nutrition." The handbook may be purchased from the National Maternal and Child Health Council, 1710 Eye Street, N.W., Washington, D.C., at twenty-five cents a copy.

A One-Year-Old Kindergarten

LATE LAST summer we received from Grace Boyd, Supervisor of the Primary Grades at Cicero, Illinois, an account of the first year of kindergartens in

the public schools and of the teachers' end-of-the-year workshop. We liked particularly the idea of releasing teachers the last two weeks of school so that they might assist in the preschool clinic and devote themselves to a workshop in which plans for the following year might be made while the needs of the individual children were fresh in their minds. Here is a part of Miss Boyd's account:

"We have had a very happy and successful first year with kindergartens in every school in Cicero. The people wanted the schools to provide kindergartens and voiced their wishes, both in a public hearing before the Board of Education and through signed petitions. So last September almost five hundred children between four and one half and five and one half years of age came to meagerly prepared rooms. The decision that kindergartens would be provided was made just two days before school opened. But with splendid, resourceful teachers and with some essential equipment arriving each week throughout the semester, we got along. Substitute equipment, such as orange crate lockers, served very well at first. The important thing was that we had kindergartens. The teachers held monthly meetings, each time in a different kindergarten so that each might see what was being done by someone else. Parents were vitally interested and helped in countless ways.

"This spring we invited all of next year's kindergarten children to visit school for a day, either individually or in small groups. Later they were all invited to the preschool clinic—the spring round-up—where they were given physical examinations and there was time for exchange of experiences between doctor, nurse, teacher and parent.

"Two weeks before the end of the semester, the kindergartens were closed and the teachers devoted full time for one week to the clinic, conferences with parents, completing personal records and class folders, and storing equipment. The second week they reported daily to a workshop where they worked together to organize specific plans for the next year. We were pleased to find that seventy-five per cent of all the children expected in September had been enrolled and that most of them had had a physical examination.

Accompanying Miss Boyd's account are some interesting records. Cicero teachers and the supervisor are to be congratulated on an excellent year's work in behalf of young children and their own professional growth.

The Association for Childhood Education

extends to members and non-members a very cordial

invitation to attend its

Golden Jubilee Convention

commemorating the organization of the International

Kindergarten Union in 1892

Buffalo, New York -- April 6-10, 1942

Headquarters: Hotel Statler



REGISTRATION

The Convention Registration Fee for both voting and non-voting registrants, for members and non-members, is \$2.00. There is a special registration fee of \$1.00 for undergraduate students. Those who wish to attend for only one day pay 50c and receive a one-day registration card but not a convention badge.

HOUSING

The Hotel Statler will be convention headquarters. Single rooms with bath are \$3.30 up, double \$5.50 up, and twin bedrooms \$6.60 up. For information on other accommodations write to Mrs. Theodore Fox, 2457 Bailey Ave., Buffalo, N. Y.

REPORT OF NOMINATING COMMITTEE

The Nominating Committee, consisting of Louise M. Alder, chairman; Ima L. Kuykendall, Elizabeth Neterer, Florence E. Thorp and Elisabeth Webster, has made the following recommendations:

Vice-President Representing Primary: Agnes L. Adams, National College of Education, Evanston, Ill.

Secretary-Treasurer: Helen A. Bertermann, Public Schools, Cincinnati, Ohio

Those entitled to vote are life members of the national Association, members of the Executive Board, chairmen and members of national committees, and official Branch delegates. To secure a voting badge, life, committee and Executive Board members must present membership cards at the time of registration; Branch delegates must present credentials provided by A.C.E. Headquarters and signed by the Branch president.

Notice to Contributing Members: To conserve material, labor and postage the Association for Childhood Education has made the preliminary program of the Golden Jubilee Convention a part of this magazine. No separate mailing will be made to contributing members but reprints of the program section will be available to members and non-members upon request to A.C.E. Headquarters. Please note that this center section can be removed and posted on your bulletin board, leaving the balance of the magazine intact.

The Association for Childhood Education

Buffalo, N. Y.

Headquarters Hotel

Theme: Unity in Purpose and Part in

UNITY IN PURPOSE AND EFFORT

The times in which we live make it imperative that we use more quickly and more effectively what we already know about children. The Golden Jubilee conference program, built around this thought, offers:

- To stimulate your thinking—
Addresses and discussions at general sessions and round tables and in study classes.
- To improve your practices—
Interest groups, the studio and consultation hours.
- To help you with your work in the Association—
Business sessions, Branch forums, anniversary night, the historical exhibit.
- To guide you to new interests and friends—
Acquaintance hour, excursions, dinner, luncheons, play times.
- To acquaint you with new materials—
Commercial exhibit, Branch room, document room.

We are challenged to use this war period as a time in which to do our best thinking, to forget ourselves in the urgency of our planning and working for children. In accepting this challenge we shall be rendering our best services to the present and future of our country and our world.

STUDIO GROUPS

DIRECTOR: Ruth Hargitt, Board of Education, Cincinnati, Ohio.

CO-DIRECTOR: Dorothy Gradolf, Public Schools, Cincinnati, Ohio.

Fine Arts

LEADER: Moreen Maser, Mills School, New York.

Industrial Arts

LEADER: Louise Asplund, Ohio State University, Columbus, Ohio.

Dancing

LEADER: Etta Solashin, Y.W.C.A., Buffalo, N. Y.

Music

LEADER: Doris T. Schmidt, Public Schools, Bronxville, N. Y.

Creative Writing

LEADER: Helen L. Stapleford, Public Schools, Cincinnati, Ohio.

Choral Speaking

LEADER: Mae O'Brien, Teachers College, Columbia University, New York, N. Y.

Storytelling

LEADER: Muriel Gilbert, Buffalo Public Library.

Using What We Have

LEADER: To be announced.

ROUND TABLES

Community Surveys in the Emergency: Kate V. Wofford, State Teachers College, Buffalo, N. Y.

Finance and Legislation: Harriet A. Houdlette, A.A.U.W., Washington, D. C.

Mon., April 6	Tues., April 7	Wed. April 8	Thurs., April 9	Fri., April 10
8:30 Registration 9:00-3:00 Studio 9:00 National Committee Meetings 10:00 Excursions	8:30 Registration 9:00 First Business Session 11:30-2:30 Studio	8:30 Registration 9:00 Study classes 11:15 Round Tables	8:30 Registration 9:00 Study Classes 11:30-2:00 Studio 11:15 Round Tables	8:30 Registration 9:00 Study Classes 11:15 Round Tables
12:00 Commercial Exhibit Opens	12:00 Polls Open			12:00 College and Special Luncheons 12:00 Commercial Exhibit Closes
2:00 Branch Assembly 2:30 Branch Forums 5:00 Memorial Service	2:30-4:30 General Session. Research studies. Their application to children in a world at war 5:00-6:00 Consultation Hour	1:30 General Session. Speakers: Mary Gould Davis, Mary Dabney Davis 3:00-6:00 Studio 4:00-6:00 Buffalo Hospitality Teas	1:00 Polls Open 2:00 Second Business Session	2:00-4:00 Interest Groups. Nursery, Kindergarten, Primary, Middle School 4:30-6:00 General Session
7:30 Acquaintance Hour 8:30 General Session. Speaker: James L. Plant Stella L. Wood	8:00 General Session. Fiftieth Anniversary Night	8:00 General Session. Coordinating and strengthening efforts for children Speakers: Burton Fowler, Paul Hanna	6:30 Golden Jubilee Dinner	8:00 General Session. Speaker to be announced.

Education -- Golden Jubilee Convention

Hotel Statler

April 6-10, 1942

and in All Service to All Children

STUDY CLASSES

Providing Better Opportunities for Child Development By:

CLASS 1

Using Our Observation Records of Children

LEADER: Gertrude P. Driscoll, Teachers College, Columbia University, New York, N. Y.

ASSISTANTS: Ruth Fehr Steidinger, Caroline Wilson, Laura Hooper, Olive Paine, Mrs. Alvah Phillips, Theodora Reeves.

CLASS 2

Using Test Records of Children

LEADER: Ethel Kavin, Board of Education, Glencoe, Ill.

ASSISTANTS: M. Elisebeth Brugger, Edith I. Horder, Edith M. Breckon, Florence Hagberg.

CLASS 3

Using Recent Research in Child Development

LEADER: Arthur T. Jersild, Teachers College, Columbia University, New York, N. Y.

ASSISTANTS: Rosamond Praeger, Etta Anchester, Susie M. Bellows, Frank S. Freeman, Ruth Andrus, Alice Jane Nappe.

CLASS 4

Using Interrelated Contributions of Teacher, Principal, Supervisor, Superintendent

LEADER: Laura Zirbes, Ohio State University, Columbus, Ohio.

ASSISTANTS: Rose H. Alschuler, Noreen D. Dorrien, Lucile Allard, Mary Harbage, Carryl Coblurn, Adelle H. Land, Virginia Jackish.

Providing Better Opportunities for the Child to Build Resources Within Himself By:

CLASS 9

Helping Children Use the Arts of Speaking and Writing

LEADER: Paul A. Witty, Northwestern University, Evanston, Ill.

ASSISTANTS: Jessie Stanton, Grace Marie Boyd, Clara L. Dewsnap, Mary Sneed Jones, Dorothy Cadwallader, Pearl Gantz.

CLASS 10

Helping Children Use the Art of Reading

LEADER: Prudence Cutright, Board of Education, Minneapolis, Minn.

ASSISTANTS: Christine Glass, Mary Reese, Blanche E. Fuqua, William E. Young, Jane Frost Hilder, Margaret C. Holmes.

CLASS 11

Helping Children Enjoy Science Materials and Experiences

LEADER: Bertha Morris Parker, University of Chicago, Chicago, Ill.

ASSISTANTS: Margaret Noyes LaPetra, Bertha Stevens, E. Laurence Palmer, Raymond M. Fretz, Anna A. Kingman.

CLASS 5

Using Interrelated Contributions of Community, Parent, School

LEADER: William H. Bristow, New York City Board of Education, Brooklyn, N. Y.

ASSISTANTS: Emma Johnson, Clara LeH. Brenton, Martha Seeling, Edna Morgan, Edith M. Bader, Jean Fraser, Mrs. Elmer P. Volgenau.

CLASS 6

Using Children's Universal Interests—Radio, Movies, Comics

LEADER: Alice V. Keliher, New York University, New York, N. Y.

ASSISTANTS: Marguerite V. Peterson, Neith Headley, Ruby Adams, Marjorie Davison Sharp, Julia Wade Abbot, Grace Allen, Sidonie Gruenberg.

CLASS 7

Using Individual Differences in School and Community

LEADER: Jean Betzner, Teachers College, Columbia University, New York, N. Y.

ASSISTANTS: Ethel B. Wright, Nellie L. Walker, Florence E. Thorp, Ruth G. Strickland, Pauline Peters, Viola Theman.

CLASS 8

Using Religion

LEADER: Sophia L. Fahs, American Unitarian Association, Boston, Mass.

ASSISTANTS: Ethel L. Smither, Edna L. Acheson, Abigail A. Eliot, Marie Belle Fowler, Mrs. Arthur Cope Emlen, Dorothy M. Davison, Hilda Seed.

CLASS 12

Helping Children Enjoy the Dramatic Arts

LEADER: Marion Carswell, Smith College, Northampton, Mass.

ASSISTANTS: Alma Cantor, Amy Hostler, Mrs. Paul Nolan, Grace Anna Fry.

CLASS 13

Helping Children Enjoy the Fine Arts

LEADER: Satis N. Coleman, Teachers College, Columbia University, New York, N. Y.

ASSISTANTS: Mary Elizabeth Venable, Beth N. Osbourn, Esther B. Starks, Elizabeth Waterman, Gordon Washburn, Elizabeth Allman.

CLASS 14

Helping Children Enjoy the Industrial Arts

LEADER: A. Adele Rudolph, Board of Education, Philadelphia, Pa.

ASSISTANTS: Catharine M. Conradi, Helen Lutgen, Helen R. Gumlick, Dorothy S. Jackson, Sara Lyman Patrick, Marion F. Butman.



Buffalo Convention Committee

Reading Left to Right: Mildred Valentine—Badges; Lenore Ullman—Dinner; Ethel Grabenstatter—Document Room; Charlotte Filkins—Branch Room; Lillian Wilcox—Advisory; Evelyn Knibloe—Dinner and Luncheon Tickets; Theresa Roehsler—Ushers; Helga C. Castren—Publicity; Loretta McQuade—Recording Secretary; Georgina S. Haskill—Publications Booth; Arthur E. Lord—Housing; Elsie Gieb—Advisory; Mildred Eaton—Information; Howard Van Hoff—Information; Gordon Higgins—Excursions; Mrs. Theodore Fox—Housing; Florence Maischoss—Publications Luncheon; Mary Darker—Treasurer; Edna Shaw—Vice Chairman; Irene Hirsch—Advisory; Evelyn Grampp—Headquarters; Virginia Johnson—Study Classes; Helen Hennessey, Buffalo A.C.E. President—Advisory and Hospitality; Grace Allen—New York State President, Advisory, Honorary Chairman; Emily Miller—Convention Chairman; Olivia Spaeth—Corresponding Secretary; Ethel Huber Brothers—Special Luncheons; Nancy Hubbard—School Visiting. Twelve members were absent when the photograph was made.



Buffalo children at play



BUFFALO CONVENTION COMMITTEES

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How The Navajos Improve Their Health

Miss Gerken, Supervisor in Health Education, Office of Indian Affairs, Washington, D. C., describes the development of a health education program among the Navajos, discusses some of the factors that determine the quality of the program and emphasizes the fact that health principles are the same in any culture.

THE TERM, "TODAY'S CHILDREN," is all inclusive. It turns our thoughts to children living under diverse circumstances, in urban and rural areas, in poverty and in abundance, in homes equipped with every device provided by a highly mechanized age, and in homes differing slightly from the rude shelters of primitive man. The teacher of these children has an obligation to aid them in meeting their own particular needs with whatever facilities are at hand. No teacher today can honestly say, "I have no concern with health." No matter how specialized she may be she is responsible for aiding in the development of the child as a whole and she cannot neglect health.

In answering the question, "How may the teacher guide today's children in establishing health habits as a foundation for better living?", I shall give a few illustrations from my most recent experiences while working with certain groups of Indians in the United States. Illustrations might have been drawn from experiences in the Philippine Islands, in a large industrial city of New England, or in the

rural schools of the midwest. The principles involved are the same.

On the deserts of Arizona and New Mexico live some forty-five thousand Navajos, nomads who follow their flocks of sheep in search of water and vegetation. Their homes are simple hogans built of logs, stone, or adobe, with dirt floors and no furniture. They sleep on sheep skins and cook their meals of mutton over an open fire. The Navajos speak little English and, in general, hold themselves aloof from white man's ways. Their health problems include trachoma, an eye disease which may lead to defective vision but does not kill; tuberculosis, which is the chief cause of death, and a high infant mortality. There is a scarcity of water for personal use and for economic purposes.

The Government has recently undertaken to develop community centers in the Navajo area where child and adult together may be educated. There are some forty-nine of these centers. Unlike the conventional day school they have, in addition to the classroom, a kitchen, dining room, laundry, showers, and a sewing room. A shop equipped with forge and tools is usually provided also. When the school bus arrives in the early morning, parents and older children as well as children of school age appear.

These people present an interesting and colorful picture, the women with voluminous flounced skirts, rich velvet blouses, turquoise and silver necklaces and bracelets, their black hair smoothly tied in a

knot with coils of white cotton string; the men with wide hats and long hair also tied in knots, wearing turquoise earrings and bracelets; the boys and girls miniatures of their fathers and mothers. Not infrequently infants swathed on cradle boards are quiet, uncomplaining members of the group. On the bronzed faces and in the dignified bearing of the Navajos is reflected the peace of the desert. On the older men and women rests the age-old wisdom of their race, wisdom which, born of experience in living in the great out-of-doors, does not help them to live in the world of today with its complex culture pressing in upon even this remote desert region. The majority of the Navajos retain primitive habits but they are not inferior intellectually.

The School as a Community Center for Health

The problems the teacher faces with this non-English speaking group are not difficult to determine. Her first job is to teach them how to live healthfully in the school environment. She must give instruction in the use of school equipment which is unfamiliar; teach the individual use of towels, toothbrushes, spoons, and other facilities, and supervise their use. She must help them develop an oral vocabulary based on the experiences which the school is providing. Since trachoma is a major health problem, it is necessary that she carry out daily the doctor's directions relative to keeping the eyes clean by irrigations. In addition she trains children and adults in the essentials of sanitation as applied to preventing the spread of infection from one individual to another.

Handling these problems illustrates a sound educational procedure—the school becomes the community center for education in healthful living. Since attendance is irregular because the children have definite

responsibilities in caring for sheep and because they must attend "sings" where the medicine men minister to the physical and spiritual needs of those who are sick, this type of program must continue.

The work of the teacher in the community center does not, however, stop at this point. The high infant death rate among the Navajos is due partly to the improper care of babies, particularly in matters of cleanliness and feeding, and to lack of medical supervision. The suggestion that infant care be taught to young children may seem inappropriate, but actually, teachers have been able to meet a real need in doing so. Every Navajo child has the responsibility of caring for the younger children in the hogan, and information about what is suitable food for babies, how to keep them clean and protect them from unnecessary exposure, is entirely suitable.

In one day-school the children invited the public health nurse to show them how to bathe a baby. The small brother of one of the children, who with his mother was in attendance at the school, acted as subject. The children prepared the pan, water, washcloth, towel and soap. They watched every step of the demonstration with eager interest, kneeling on the floor in order that they might not lose a single point. Later in their classrooms they discussed the procedure under the guidance of the teacher and prepared simple reading lessons based on the experience. In another school the children made clothing, bedding, and a bed for an abandoned hospital demonstration doll, which led to quite a comprehensive study of the care of infants. The children showed keen interest because they were baby caretakers at home.

The teachers who provided these activities recognized a need for health teaching in their communities and utilized the facilities which were available to meet the

needs. Not every teacher can do exactly the same thing. Not every community must have infant care taught to a group of primary children, but every teacher should learn what her own group needs and develop her teaching accordingly. This, too, is a sound educational procedure.

In another day-school, one warm spring afternoon the windows were open and the radiators turned off. Suddenly, a chilly wind blew and the temperature dropped. The children said, "It's too cold." Although too young to read the thermometer, they knew that the room was too cold because the mercury had gone below the red line they had seen the teacher mark to locate the desirable temperature. They closed the windows, opened the radiator valves, then went back to work. *Here were children assuming responsibility for controlling their own environment.* They were learning that environment can be controlled to make it contribute to health and comfort. Their responsibilities in the school extended to the control of lighting, ventilation, sanitation, and safety on the playground. Such responsibilities at school may lead to similar responsibilities at home.

Entering a day-school classroom, I found a teacher talking to her pupils through the housekeeper interpreter. She was explaining what a dentist is; she gave the name of the dentist who was expected next week, and explained what he would do and why. The children evidenced their interest in his coming. Previously they had run away from the dentist. Now it is a regular procedure for the teacher to prepare them for the coming of the doctor, the dentist, and the nurse by teaching their names in advance and describing their duties, and telling why their work is important. The teacher calls the attention of the children to their care in cleanliness while examining them and giving treatments. The purpose of these procedures is not only to

secure acceptance of the health services which are at present unfamiliar to the children but to build right attitudes toward professional medical care and to help the children to have the right feeling toward the professional workers. Probably the development of these attitudes will be more important in the final analysis than is the actual health protection given the child at the moment.

Factors Determining the Quality of Teaching

In all of the above activities, while health attitudes have been promoted, the teacher has been helping the children develop knowledge and skill in the use of oral and written language and in numbers. In other words there has been a *program in which various learnings including health as well as the traditional three R's that has grown out of the same experiences.* In all of these activities children have had an opportunity for active participation.

Five points which seem important in educating children in better living habits have been illustrated: (1) the child learns to live healthfully while in school; (2) specific health needs in the community are discovered and experiences which will contribute to meeting these needs are provided in the school; (3) children learn to control their own environment so that it will contribute to health and comfort; (4) children develop favorable attitudes toward professional health services through their experiences in the school; (5) health learnings grow out of the same experiences which provide other desirable learnings thus insuring an integration which will result in more effective living.

With preschool and primary groups one must not go too far. It is a mistake to try to establish health habits through logic or reason or to discuss health as such. The term, "health," presents too abstract a

concept to be meaningful at this level.

Teachers often confuse vital health factors with others which have only a social or aesthetic value and teach all with equal fervor. Neatness, for example, is not a vital health factor though highly desirable. Problems should be studied to learn what is of vital significance and teaching should be planned to meet these problems. The hit-or-miss type of instruction which fails to serve any useful purpose will be avoided.

Good health teaching is often impossible because of the limitations in the preparation of the teacher. A program may be impoverished because she is unable to go beyond the first simple steps, lacking the background which would insure enrichment of her teaching. Sound health teach-

ing requires an adequate preparation in basic sciences as well as a knowledge of modern methods in general education.

All health teaching in the primary or preschool group should be done with the light sure touch that gives the child a feeling of confidence, a knowledge that certain behavior patterns are expected as a matter of course, without dwelling unnecessarily on them. The teacher who can do this will avoid developing phobias or priggishness in children. Guiding the child of today into pleasant and helpful paths which lead to better health can be a fascinating task whether one be dealing with children living in the simple environment of the Navajos or in more sophisticated communities. Fundamentally the principles are the same.

The School Lunch Program

By FLORENCE KERR

Every child in the nation can have at least one good meal a day. Mrs. Kerr, who is Assistant Commissioner of the Work Projects Administration, tells how in her description of the school lunch program.¹

A CHILD'S FOOD HABITS begin with his first days of existence. If they are harm-

ful habits, and not corrected in childhood, they will work against him all the days of his life. Correction can not begin too early. Dietitians, physicians, and army officials who have the health of the enlisted man to consider all agree that the average adult American citizen is not likely to correct harmful food habits formed in childhood. Teachers know that, other things being equal, the older the child, the more difficult to get him to change his habits.

Proper nutrition is a part of our all-out war program, and is recognized as a problem of civilian morale. For coming generations it is a problem that should be solved in the public schools. Working out the solution should start, when possible, not later than the first grade. The community school lunch program which the Work Projects Administration has been carrying

¹ The community school lunch program was initiated in response to local demands of school officials and other interested persons that hungry, underprivileged children be fed. Its primary objective was to provide jobs for needy, unskilled women who were qualified for this type of employment. Both pre-service and in-service training was, and continues to be, given all workers on the program. Good health is an essential.

WPA funds are limited to payment for supervision and labor. Local school boards ordinarily assume financial responsibility for space, equipment, and supplies. In many sections, correlation of gardening and food preservation activities has solved the problem of supplying adequate vegetables for the school kitchens, as well as providing year-round employment for project workers. Allocation of surplus food products purchased of farmers has made possible the community school lunch in many localities that otherwise might not have been able to maintain a program. Technical supervision is provided by home economists and experienced dietitians.

on for more than six years is a nation-wide endeavor to provide at least one good, balanced meal a day for children from kindergarten through high school.

The two-fold purpose of the community school lunch program is to build up and maintain the health of the children, and to provide a situation in which eating a balanced, nourishing meal is as much a part of the pupil's school day as his class work and recreation. Emphasis, of course, is laid on health. "Half-starved bodies can not absorb teaching." A child's health is a determining factor, not only in the quality and quantity of work he turns out, but in building up future man-power and effective citizenship.

Development of desirable food habits is an absolute necessity, if the school lunch is to serve its full purpose. This development is speeded forward when children can be given an understanding of the kinds of food necessary to meet the needs of nutrition as well as of appetite.

Inculcating Proper Food Habits

Children acquire tastes and form habits by imitation, precedent, and practice. If a gang-leader starts eating raw carrots, the gang will follow along. It is easier, and usually more advisable, to modify old food habits in a community than to attempt to set up an entirely new set of habits. Because this is true, members of local advisory councils, and others who make themselves responsible for the success of the school lunch program, learn what foods are served in private homes and public eating places in localities where a new unit is to be established in a public or parochial school. This makes it possible to build on established food habits, modifying and correcting those that are harmful as the program progresses.

In planning school menus it is essential to know what foods the children get out-

side of school, so that proper foods may be provided to supplement these diets. It is highly desirable to make all food attractive to the eye, and especially so when something new is introduced. When possible, every item on the menu should be pleasing to sight, smell, and taste.

Desirable food habits that can not be acquired through precept alone can be taught and developed with the help of the community school lunch. Schools all over the country have proved that this is true. The recent experience of teachers in a certain New England school is a repetition, with local modifications, of experiences reported to us from one end of the land to the other.

For years in this particular school the teachers had been emphasizing the importance of proper nutrition. They had made and kept on display posters urging the children to "Eat Carrots for Health," "Drink Milk at Every Meal," "Eat Raw Salads for Growth." Nothing happened. Children who lived too far away to go home for their midday meal continued to bring lunches consisting of white bread sandwiches, pie, cookies, doughnuts, and candy bars. Their parents continued to assert that these children would not eat greens, could not "abide" raw carrots or salads of any sort, would not eat chowders, and had no taste for milk, or for any kind of bread except white bread.

Instead of being revitalized by the lunch hour, as children should be, these children after such a lunch would come into the classroom tired, dispirited, disinterested. Children who went home for lunch would look hurried, and often would be cross.

In the latter half of the 1940-41 school year, a community school lunch program was established in this school. At first the children did not want to eat the carefully prepared, well-balanced meals. The teachers tried appeal, competition, and—for the

primary grade—reward. What helped most of all was the attractive appearance of the lunches and their appetizing smell. Soon all the children were eating, and very evidently enjoying, the hot midday meal. The end of the school year showed a marked improvement in health, attendance, classwork and school spirit.

Centralization of the Program

At inception of the school lunch program each participating school had its own kitchen. As the program developed, certain cities set up central kitchens where food was prepared in large quantities, put into airtight containers—heated for hot food, chilled for cold—and transferred by truck to schools co-sponsoring the project. Rural projects, however, continued the individual kitchen procedure.

Now, in every state an effort is under way to centralize all planning, and as many activities as possible. Counties in rural sections are urged to establish central food preparation units, central gardens, and central canneries. Such centralization offers many advantages, and since many more schools can be serviced, central planning has a direct bearing on the defense nutrition campaign which the government hopes to have reach into every American home. Children carry home with them facts learned and habits formed in school. There is no quicker, surer way to get right ideas about nutrition into the home than through the community school lunch program. Central preparation units have also high economic value. Purchases can be made in greater quantities, assuring lower food costs, more variety and, consequently, meals of greater nutritive value.

Large centralized acreage, rather than numerous small, thin-soiled gardens, make for a saving in seeds—and garden seed is now at a premium. It assures far better technical supervision, and at lowered cost

because fewer supervisors will be required. This means that the ground can be better prepared for the seeds, and at a saving in the cost of fertilizer. It means a saving in tools and equipment, and in transportation costs. Lastly—since that fateful first Sunday of December 1941—and most important of all, it means a saving in man-power at a time when men are being called from all farming centers, as well as from all other walks of life, to fight in the front ranks against a ruthless invader.

Centralized food preservation units, replacing small canneries, are conserving for future use quantities of food that might otherwise go to waste. From the beginning of the program to June 30, 1941, sixty million quarts of food were preserved by project workers in the scattered canneries, an average of about ten million quarts a year. Centralization is making for a substantially increased average production.

Another advantage of these centralized garden and food preservation units is that they can provide technical supervision for volunteers who wish to grow and conserve food as their contribution to their community war program.

In at least some of its phases, the WPA school lunch, garden, and food preservation program is state-wide in forty-seven states, the District of Columbia, the City of New York, and the Island of Puerto Rico. It operates also in the Virgin Islands. Throughout the Nation a WPA midday lunch is served in approximately 24,000 schools, to an estimated 2,500,000 children. This means that a goodly part of the rising generation is learning how to eat for growth, mental alertness, and physical strength. It means also that the families of these children are learning more about nutrition—and that is an essential part of the all out war program.

Diary of a Lunchroom Project

These day-by-day reports made by the children in the fourth grade at Ben W. Murch School, Washington, D. C., of their active participation in a lunchroom project show desirable changes in attitude and behavior which result from helping children to assume responsibilities. Their diary tells the story of how they converted their unattractive lunchroom into a pleasant room, and illustrates the possible effectiveness of a co-operative venture as well as several kinds of learning experiences. Miss Robinson is the teacher of this group.

Day 1. We were talking about the way children act in our lunchroom. About forty children stay for lunch each day. They eat box lunches in Room One.

As we were talking about the management of the lunchroom, one of the children said, "If we arranged the room more attractively, maybe the children would like the room, and remember to take good care of it."

All of us thought this was a good idea, and decided to redecorate and rearrange the room right away.

Day 2. We went down to the lunchroom. It is a good room, but it doesn't look nice. It is dark and bare. The lights have to be put on for us to see well. There are four windows with curtains, a door, a wash-basin, some long tables, a blackboard, and three cabinets. One of the cabinets is new. Two are old and dirty.

We decided to fix everything that we could to make the room more cheerful and useful.

We took a picture of the room as it looks now. We plan to take pictures of our work and to keep a record of our progress.

Day 3. We made these plans:

Write a letter to the principal asking for permission to remodel the lunchroom.

Choose speakers to go to other classrooms and ask children to help us by not spoiling any unfinished work.

Clean and scrub the lunchroom and throw out all trash and things not needed.

Hold a candy sale to raise money for materials.

Make posters to get people to cooperate with us.

Write to the art teacher and ask her to help in planning and decorating.

Write to the nature study teacher and ask her about plants to put in the lunchroom.

Paint a picnic picture where the blackboard is.

Put up hooks for coats and hats.

Fix the cupboards for lunchboxes.

Day 4. We wrote our letter to the principal and sent it to her office. We received a reply, giving us permission to go ahead with our plans. We made some talks to the other classes to ask them to help. The children who made the talks said that the other classes were interested and had promised to help.

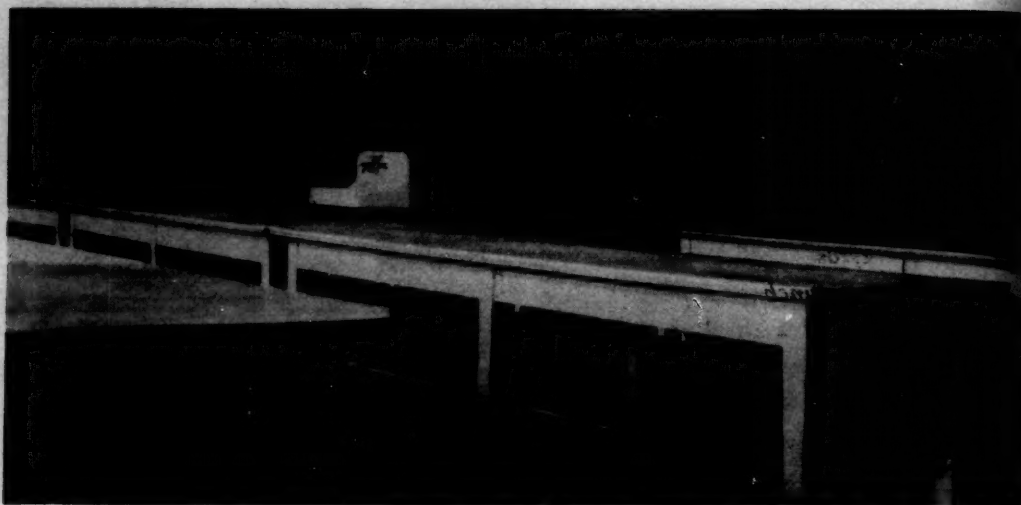
Day 5. The art teacher came to school. We told her our ideas. She liked Henry's idea of a picture of a picnic to cover the blackboard space. We talked about objects which should appear in the picture and made a list of them. We wrote our letter to the nature study teacher and mailed it.

Day 6. We made some candy in school. Last night some of the boys and girls made some candy at home, so we had quite a lot.

When we made the candy we brought our ingredients from home. The boys enjoyed licking the pans the best. We made about eight pounds. One pound was soft so we ate that ourselves.

We made posters about the candy sale and sent them to the classrooms. The sale was after school. We put the candy in small bags and sold it at five cents a bag. We sold all of it. We counted the money. The total was six dollars.

Day 7. Three of the boys put up brown paper for the mural picture. They used a bottle of glue to put it up. We had to measure first. The blackboards were nine yards and twenty-six inches



Before

long, and one yard, nine inches high. It was hard to cut the paper correctly and leave room for the light switch and the space over the sink.

Day 8. We looked over our drawing plans of the picnic. We picked out the best ones and put them in a row. Three of our best artists began to copy them in chalk. Some of the children painted some pictures of food-making in foreign countries. We may paste them on the cupboard doors later.

Day 9. We decided to get some material for the cushions today. The teacher thinks it will be hard to make cushions and that they might become greasy, but we think they will be softer to sit on.

Day 10. Barbara and Ann went to the store to get materials to make the cushions. We got the material for stuffing, but could not get outside material cheap enough. We decided to look in a mail order catalogue to see if we could do better.

Day 11. We looked in the catalogue and found some material for eight cents a yard. We sent for it on the order form. We had to figure out the price and postage. We voted on the sample we liked best. We sent for forty yards.

Some of the children painted on the mural.

Day 12. We painted.

Day 13. Our material arrived. We were very happy, and started making cushions right away.

The cloth was not as pretty as the picture in the catalogue, but it was all right. We hadn't figured the postage correctly, and had to send the mail order house five cents more. It was nice of them to send the cloth anyway.

Carlyn's father sent us two gallons of paint and some brushes. In the afternoon she and two others started to paint the furniture. Richard brought more brushes, Melvin some aprons, Rudolph some newspapers. We had to paint after lunch on Friday so that the furniture would be ready for the children to use on Monday.

The art teacher came back and made suggestions. She showed us a better way to mix paints.

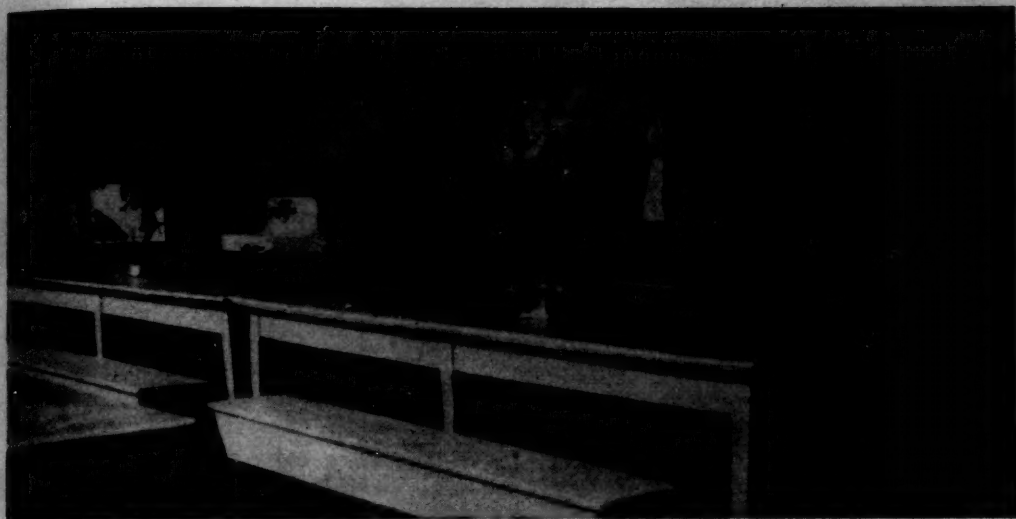
Day 14. We wrote a letter to Carlyn's father, thanking him for the paint and brushes. We painted on the picture and the furniture. We measured the benches, and some of the girls cut the cloth for cushions. Most of the girls began sewing.

Day 15. We listed our expenses:

glue	\$.20
kapok	1.80
paper10
cloth	3.20
postage16

Total \$5.46

Days 16, 17, 18. We painted furniture, sewed and quilted cushions, painted the mural, made coat hooks, cleaned and repaired the cupboards.



After

Day 19. The work is nearly finished except for the cushions. Some of the children donated dishes and made doilies. We got napkins and towels from the storeroom.

Day 20. We finished everything. We bought vases and brought plants and flowers from home and from the school garden. We selected a girl to care for the flowers each day.

Day 21. We exhibited our room to the other

children. We took our final pictures. We planned a party.

Day 22. We ate our party luncheon in our new lunchroom. A committee of girls arranged the menu. Another committee prepared it. We decided that our new lunch room was a complete success, and hope the other children will enjoy eating in it as much as we enjoyed remodeling it.

Robin's Song

I saw a Robin this morning
 Settin' high in the big maple tree;
 He puffed out his feathers around him
 And cocked his head sideways at me.
 There was snow on the ground down below him
 Piled in drifts 'most as high as my head
 But ole Mister Robin looked smiley,
 As he opened his mouth an' he said:
 "Cheerio, Chirrupy, Cheerie!
 I'm so tickled, I just have to sing—
 Day after week from tomorrow
 It's sure enough going to be Spring!"

—Helen Frances Temple

Teachers In A Summer Work Camp Program

In the May, 1941, issue of Childhood Education Morris Mitchell described the work camp programs planned by the American Friends Service Committee for the summer of 1942 and pointed out their vacation possibilities for teachers interested in understanding and in helping to solve some of the social and economic ills of today. In the article below, Mr. Miller, Associate Secretary, American Friends Service Committee, tells how sixty teachers participated in the work program last summer and lists the benefits of this experience to them.

SINCE 1934 the American Friends Service Committee has been conducting work camps dealing with social and economic problems in various parts of the United States. These work camps operate in such a way that local people have an opportunity to participate with a group of campers in contributing to the solution of the problems of their specific community. The members of the work camp find it essential to serve in any problem community in two ways: First, they contribute a physical work project which adds in some measure to better community recreational, health, social or industrial facilities. Second, having earned the right to be in

such a problem community, the campers, by means of friendship with the people, discussion, lectures, informal investigation, then have the opportunity of serving the community through their best thought, ideas and imagination directed toward the solution of the problem.

In the summer of 1941, three hundred twelve young men and women served in seventeen different work units. More than sixty were teachers in kindergarten, grade school, secondary school and college, who chose to spend their summer at work projects. Some of them helped replace a log dam in a small New Hampshire village and clear up debris remaining from the hurricane and flood of 1938, and others helped build an earthen dam in an experimental cooperative community in the mountains of Georgia. Several helped build a small clinic for the local health officers in order to meet the needs of a struggling community of evicted sharecroppers in Missouri, while others helped the county health officials equip and serve migrant labor camps set up for the "new settlers" in California. Some served in the social agencies of Baltimore or in settlement houses in Philadelphia, or built equipment for a struggling Negro settlement in the south side of Chicago. Still others lived in an experimental cooperative community of miners, and labored with them toward the completion of their homes. Another group faced the desperate and complicated problems of health, housing, community decay and industrial

Editor's Note: The American Friends Service Committee announces four types of activities for the 1942 summer program. They include peace caravans, work in social agencies, service seminars, and summer work camps. For further information and application blanks address Student Peace Service or Work Camp Committee, American Friends Service Committee, 20 South Twelfth Street, Philadelphia, Pennsylvania.

change of a mining run in West Virginia. Another of the work camps gave opportunity for the teachers in that group to be a part of an experimental tenant farm pattern and agricultural program in South Carolina. Some who were teachers and some who were to be teachers worked toward the completion of equipment for a demonstration dairy farm in the mountains of Tennessee, and assisted the local school teacher in his one room mountain schoolhouse. Some faced the complicated educational and organizational problems of developing experimental cooperatives for recreational services and for the production of lumber.

Benefits of the Work Camp Experience

These work projects in problem areas of our national life were of great benefit, to those teachers participating, in the following ways:

First, because the projects introduced them to a specific average community as fellow laborers. Too often the professional aspects of teaching have kept the teachers from entering normally and completely into the life of the community. Work camp offers for many a better opportunity to know the thoughts and problems of ordinary people. This is so because the members of the camp are in the community to serve and to work hard at constructing that which probably would not be accomplished otherwise for the benefit of the community, and they do it in so far as possible by laboring along with the members of the specific community.

Second, the work camp experience is of benefit to teachers because it introduces them to first-hand knowledge of a specific problem. Practically the entire body of knowledge gained in the normal processes of formal education is "second-hand knowledge." One reads a book written by somebody else about *The Collapse of Cot-*

ton Tenancy. One hears a lecture by a labor union leader. One rides over beautiful highways built by the labor of others, past dilapidated shanties and shacks without experiencing any of the actuality involved. This opportunity to labor at the construction of a useful piece of community equipment brings one intimately into the first-hand experience and problems of providing food, clothing and shelter for oneself and his dependents.

A third benefit to those teachers who participate is the opportunity to be an actual part of a constructive undertaking. From a psychological point of view, the lack of opportunity to do something about that which one believes is one of the greatest causes of character disintegration.

Fourth, participation in the problems of the camp life—cleaning, cooking, washing, and so forth—introduces one to other parts of democratic living in which many teachers have not had opportunity to share. Campers also determine the educational program of the camp life, and set the standards for work and discipline. These opportunities add to the democratic experience. To be a part of a closely knit social unit that has been drawn together regardless of class, economic status, racial background, or religious affiliation, is a great experience for each participant.

Finally, the discipline of physical work is also a positive value afforded to those who take part in a work camp. With the passing of frontier days and the coming of the industrial revolution, American life has become a life molded and controlled by the use of mechanical gadgets. To help produce food and prepare it for eating, to know the processes involved in constructing buildings, and to help with the production of the raw materials for clothing and assist in the provision of clothing in needy communities, introduces one to

reality. These basic skills of living are also a powerful, integrative force for a physical and mental discipline that can be gained in no other way.

These positive values of the work camp experience for teachers and others are largely possible because each camp is arranged for and located in a community with a specific social-economic problem. The Quaker belief in the personal and spiritual aspects of the universe, and the equality of all human beings in the sight of God, has led the American Friends Service Committee to establish the work camps to assist in solving social-economic problems. In such a spiritual setting it is possible for the members of the work camp to become alive as they never have before to the principles of sociology, the practice of practical psychology, and the

effect of economic relationships on communities and individuals.

In 1942 opportunities to join in such constructive projects with summer work camps are being developed in connection with the following problems: (1) Low-Cost Cooperative Housing, (2) Construction of Community Centers, (3) Developing of New Local Agricultural Patterns, (4) Agricultural Labor Shortage, (5) Migrant and Tenant Labor Problems, (6) Experiments in Cooperative Community Development, (7) Urban, Racial and Industrial Problems.

These are problems which people of the United States faced before the advent of war. They are problems which continue in spite of a defense boom economy, and they are problems which we must solve after the present international conflict is ended.

Healthful Living in Lincoln School

(Continued from page 300)

day set aside and zealously guarded for recreation. From the age of seven in the elementary school, boys and girls because of the difference in their play interests and physical skills are in separate groups except for social recreation such as swimming, coasting, skating, social and folk dancing, and for activities of the noon recreation period.

In the high school recreational activities students have opportunities to attain control of their bodies, to establish sound social relationships, and to build healthful interests for future leisure time activities. Students gain skills in tennis, hockey, soccer, badminton and basketball. In addition, the boys have football and other ath-

letic sports and the girls have modern dancing and folk dancing.

During the present emergency certain phases of the Red Cross First Aid Course, such as artificial respiration and the methods of transporting injured persons are presented by the physical education teachers in the gymnasium during the recreational periods.

This account of the health program of Lincoln School, although a very incomplete one, does emphasize the flexibility of the program in meeting health needs of children. However, the teachers are constantly experimenting with this problem of helping children to live healthfully in order to live fully.

Books...

FOR TEACHERS

THE ROLE OF THE TEACHER IN HEALTH EDUCATION. By Ruth M. Strang and D. F. Smiley. New York: The Macmillan Company, 1941. Pp. 359. \$2.00.

The author presents a broad treatment of the meaning and scope of the role of the teacher in health education. In Chapter I entitled, "Foundations of Health Education," occurs this statement—"Health education is guided growth in an environment conducive to child development. Obviously, then, the central task is to help every individual develop his health potentialities. This task necessitates knowing the health status of the individual, his individual needs with respect to health, the avenues which are open to him, and those which are closed. Equally important is knowledge of school and community facilities for promoting health."

Regarding the periodic health examination, it is emphasized that this should be an educational experience for pupil, teacher, and parent and that the doctor plays an important role in interpreting his findings. There is a discussion of the contribution of the subject matter fields to health education, but it is recognized that "information must not be confused with education." "Particularly in the sphere of health we must learn by doing, and what we do must be done with understanding."

A chapter entitled, "Prevalent Health Problems," includes such topics as Growth in Height and Weight, Physiological Maturity, Posture, Play, Physical Defects, Prevention of Disease, Fatigue, and Mental Hygiene. Throughout the discussion a balance is maintained between physical and mental aspects of health education. The concluding chapter is entitled, "Evaluation and Measurement in Health Education." Emphasis is placed upon the strategic position of the classroom teacher in taking a major responsibility in educating children for health. "The teacher is in a better position than physicians, or even than parents, for detecting the beginnings of physical and emotional difficulties long

before anyone else has become aware of them." However, it is recognized that in order to meet this responsibility, teachers need in-service education. "At the present time a health education leader is needed in each school to work with and through the teachers and to serve as a resource for health knowledge and materials."

This book presents a well-rounded treatment of the whole field of health education, and should be of value to the administrator, the specialist, and the classroom teacher.—Julia Wade Abbot, Director, Division of Early Childhood Education, Public Schools, Philadelphia.

HEALTH EDUCATION: A GUIDE FOR TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS AND INSTITUTIONS FOR TEACHER EDUCATION. Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association with the Cooperation of Advisory Committees. 2nd ed. rev. Washington, D. C.: The National Education Association, 1941. Pp. 368. \$1.50.

The scope of the material in this committee report is indicated by the definition quoted from earlier editions of Health Education by Dr. Charles C. Wilson, Chairman of the Joint Committee on Health Problems in Education: "Health education is the sum of all experiences in school or elsewhere which favorably influence the habits, attitudes, and knowledge relating to individual, community or racial health." Teachers and parents as well as health specialists are charged with the responsibility for providing and controlling these experiences in school and elsewhere so that their influence will be favorable. Listed as the aims of health education are the conservation and improvement of one's own health, the establishment of habits and principles of living which will provide a foundation of abundant vigor and vitality, the promotion of satisfactory habits and attitudes among parents

and adults so that the school may become an effective agency for the social aspects of health education, and the improvement of individual and community life to build a healthier and fitter nation and race.

A valuable contribution to a functional approach to health education at any time, in 1942, with the national emphasis on physical fitness in relation to national defense, this volume is especially important. The health of the child has long deserved more serious consideration in the planning of the school program. With the pertinent, helpful material in this book there is no excuse for any school in the country to overlook the need and to know how to care for these important health problems in the school and the community. The complete bibliography is rich in suggestions of source materials for both pupils and teachers.—*Hazel J. Cubberley, University of California at Los Angeles.*

A MODERN PHYSICAL EDUCATION PROGRAM FOR BOYS AND GIRLS. By *Vaughn S. Blanchard and Laurentine B. Collins.* New York: A. S. Barnes and Company, 1940. Pp. 350. \$2.00.

This book by the director and the supervisor of the Detroit Public Schools Physical Education Department demands the attention of every teacher and principal who is interested in the boys and girls in the intermediate grades. Here will be found, clearly and concisely listed, the details of organization and administration of a health and physical education program.

Although it is rather generally conceded in these days that the responsibility for health education is the job of the entire school faculty, it is undoubtedly true that the physical education instructor must carry a large share of this important part of the program. Too frequently, the physical education program is viewed as consisting of an isolated series of exercises, games and dances which give the pupils a certain number of minutes of physical activity prescribed by state law. Mr. Blanchard and Miss Collins succeed admirably in giving the true relationship of this program to the complete and whole life of the boys and girls in terms of attitudes, habits and knowledge to be learned, and in terms of a wide range of activities that will continue to be of value in the mature use of leisure time.

In the discussion of each part of the program a valuable section of the presentation consists

of a series of questions the aim of which is to evaluate the learning that has actually taken place, the social attitudes learned, and the self-control developed. Included, too, are pertinent questions for the teacher in relation to his own objectives in guiding the games, such as, "Are not certain democratic ideals violated when boys and girls are given no opportunity to participate in the planning and execution of the game themselves?"

In addition, there are seventeen pages of carefully selected references which indicate the scope of this field and emphasize the need for augmenting the books in the school library which deal with the health and physical education program.—*Hazel J. Cubberley, University of California at Los Angeles.*

PHYSICAL EDUCATION FOR SMALL ELEMENTARY SCHOOLS. By *Harold K. Jack.* New York: A. S. Barnes and Company, 1941. Pp. 184. \$1.60.

The material in this book has been selected primarily with the needs of the one-teacher school in mind. If it is skillfully used, teachers should be able to plan a varied program of activities that will develop skills in each child. The suggestion is well made that it is a common mistake to have a group of thirty or forty children playing a game that involves only a few at a time. If such games are played, each group should include a small number of children and more groups should be organized. Activities should include many types and varieties so that each child may find some game in which he may excel. The teacher is urged to plan so that every child will have the maximum amount of activity and the satisfaction of learning new motor skills. The teacher should be able to help each individual gain such prowess in the control and use of his body that he will always have great satisfaction in outdoor activity and play. Group consciousness and cooperation learned on the playground carry over into the total school morale. Teachers who can and do take an active part in the children's play and games experience a bond of understanding and admiration with the pupils that will repay a conscientious attempt to use the material that is so simply presented here. Additional references are given and an alphabetical index is included.—*Hazel J. Cubberley, University of California at Los Angeles.*

Books...

FOR CHILDREN

MAKE WAY FOR DUCKLINGS. By Robert McCloskey. New York: The Viking Press, 1941. Unpaged. \$2.00.

In spite of the very definite Boston setting of this picture-story, children on prairies, or plantations, in California or Minnesota will chuckle over the ridiculous procession of Mrs. Mallard and her eight ducklings waddling sedately through the crowded city streets to the peanut-sprinkled paths of the Public Gardens.

The story is told with few words and many pictures in Robert McCloskey's gayest style. Mrs. Mallard hatched a family on a safe little island in the Charles River. Once the ducklings were properly trained, Mrs. Mallard swam with them to the mainland and there, with the aid of her friend, Michael, the policeman, they waddled through densest traffic with warning quacks and great self-possession. When they came to the Gardens, Mr. Mallard was waiting for them and all was well. Their journey through the streets is a perilous duck-Odyssey to thrill and amuse children from 4 to 8 and adults as well.

CURIOUS GEORGE. By H. A. Rey. Boston: Houghton Mifflin Company, 1941. Unpaged. \$1.75.

Here is a picture-story to warm the hearts of children 2 to 6, and they need it sorely. Children of this age have recently been pursued with a flood of picture books so pointless in text and with such unbearably ugly illustrations that we can only wonder what these graceless books will do to their taste.

Curious George has a text of admirable simplicity, but there is fun and surprise in the story of the little monkey's antics. The illustrations are in clear, bright colors, with such details as small children love, and every picture adds to the charm and humor of George's wild adventures in a big city. When he comes to rest in a nice safe zoo the conclusion is properly reassuring. Highly recommended for nursery schools and kindergartens.

AUGUSTUS AND THE MOUNTAINS. By LeGrand. Indianapolis: Bobbs-Merrill Company, 1941. Pp. 136. \$1.75.

Augustus has developed a juvenile following that can hardly wait for his next adventure. This time, Pop trades the house-boat for an old car and the whole family sets off to visit Ma's folks in the Kentucky mountains. Pop drives to the left, in good river fashion, leaving a wake of wrath behind him. Eventually, a cop set him straight. On the way, Augustus bedevils Gloriana, traps Pop in an ingenious man-trap and has a good time generally, but the real adventures start at Piney Pass.

There Augustus makes friends with an Indian boy from the reservation and Lone Eagle's sister, Red Bird, joins them. So does Gloriana. Between them, the children solve the mystery of some thievery that had threatened to make trouble between the white people and the Indians. The children's escapades are funny and the conclusion is delightful.

Certainly LeGrand knows his boys as well as Samuel Clemens did. Children 7 to 12 are devoted to Augustus.

SINGING WORDS. Poems Selected by Alice Thorn. Illustrated by Mascha. New York: Charles Scribner's Sons, 1941. Pp. 71. \$1.75.

It is natural to find Alice Thorn turning from music to poetry; from *Singing Time* to *Singing Words*. The children who have delighted in the results of her collaboration in music with Satis Coleman will rejoice now in Miss Thorn's collaboration with the poets and a gifted artist in making this anthology of forty-nine poems. They represent a pleasant variety of subjects and authors and are authentic poetry, with the exception of the nonsense doggerel beloved by all children. Five of the poems are set to music. Illustrations and format are exquisite. Highly recommended for children 4 to 8.

Among . . .

THE MAGAZINES

LOCAL HISTORY: A NEGLECTED RESOURCE. By Norman Studer. *Progressive Education*, January 1942, 19:8-11.

Have you used your living treasures of historical data? The older members of a community can be sources of fascinating historical material. The author cites several such instances in his experience and discusses the values of this intimate type of local history.

FORGOTTEN MEN AND WOMEN. By Paul J. Misner. *Progressive Education*, January 1942, 19:18-20.

These children know the cook. They know, too, maintenance employees, cafeteria workers, and many others. The children are in the public schools of Glencoe, Illinois. They become intimately acquainted with the tasks and back-grounds of workers inside the school and those outside whose services touch school life closely. All these individuals help to educate the pupils.

A LETTER TO PARENTS. By R. K. Galloway, M.D. *School Life*, January 1942, 27:112, 119.

Suggestions concerning preschool children. This informal letter is sent to parents in Nashville, Tennessee, before the new term. Included are suggestions as to desirable habits and attitudes, dental care, rest, foods, and so on. This type of co-operation should improve home-school relations and help children in making the transition from home to school.

WHY GREAT BRITAIN WILL WIN THE WAR. By Harold F. Clark. *Social Education*, January 1942, 6:21-22.

Germany will lose because of shortages. For the lack of a cup of coffee, of fats, of a cotton shirt, of a tin can, of fuel oils, of industrial power, of planes and other transportation, of research, of technicians, and of industrial workers Germany will lose the war. Sabotage will contribute. "Great Britain will win the war because most of the world's peoples and most of the world's economic power are on her side."

THE TIGHTENED BELT. By David Cushman Coyle. *National Parent-Teacher*, January 1942, 36:4-7.

This is no time for molly-coddles. We prevent softness by sacrificing luxuries. "There must be less sugar and more vitamins, less liquor and more milk, less bridge and more work for the community." We owe it to children, says the author, to help them to develop personal courage. "If they see us devoting time and money to the improvement of our country . . . they will take hold with courage and faith." This article may serve as an antidote for some of the sugary thinking we meet from time to time.

SURVEY OF ACTIVITY PROGRAM IN NEW YORK CITY SCHOOLS. By J. Cayce Morrison. *Curriculum Journal*, January 1942, 13:13-16.

Traditional vs. activity program. Nine activity schools and nine non-activity schools were evaluated. Results indicated that children will gain as thorough a mastery of knowledge and skills in the activity as in the regular program. Children in activity schools like school better and excel in co-operativeness and other desirable characteristics. The two sets of schools were almost evenly matched in developing respect for authority in home and school. Teachers in the activity schools displayed more professional activity and apparently had a better knowledge of child development.

CHRISTMAS IN SWEDEN. By Elin Lindberg. *Recreation*, December, 1941. 35:535-536, 578-580.

A month of Christmas! is ushered in with St. Lucia Day and continues until St. Knute Day. Preparation includes cleaning house, making sausage, head cheese, bread, cakes, and cookies. There are traditional foods served and Miss Lindberg's description of them is as interesting as her account of the customs. Splendid source material.

Research...

ABSTRACTS

PROBLEMS FACED BY TEACHERS. By Percival M. Symonds. *Journal of Educational Research*, September 1941, 15:1-15.

Ninety-four teachers in a summer school class in mental hygiene were asked to write freely on the personal and professional problems that confronted them. A list of types of problems was placed before them, containing such suggestions as: economic problems, professional problems, recreational problems, social problems, marriage and family problems, personal problems, and others. The teachers were asked to set aside an evening and to write freely as thoughts came to them without too much planning or organization.

The author was surprised to find that problems of a personal nature quite overshadowed all of the others. Indeed, the personal element loomed large even in the professional problems. Difficulties with co-workers tended to be personal antagonisms rather than objective disputes over professional matters. Relationships with administrative officers involved chafing against unsympathetic tyranny, and irritation at one's own submissiveness to arbitrary authority. There were also feelings of inferiority and shyness with respect to those in authority. Difficulties with pupils were largely personal antipathies and antagonisms toward certain pupils and strong feelings over problems of discipline. There were real problems of professional advancement, but in many cases the desire to secure another position was largely the need of finding new friendships and of getting away from a situation that had proved disappointing in its fulfillment of the need for friendship and affection. Dissatisfaction with living conditions was more often due to an unfriendly landlady or companion than to the physical situation.

The greatest tensions were found to reside in the areas of family relationships and love life. In nearly one-fifth of the papers there was a problem of relations with the mother. Many of the teachers were strongly tied to their mothers,

with a good deal of evidence of mother domination. The teachers were torn between the desire to be loyal and obedient to their mothers and the strong desire to live a more independent life. The difficult relationship sometimes involved a sister, an aunt, or the family in general. Quite infrequently, however, the male members of the family were involved.

The investigator was strongly impressed with the large number of failures in love affairs and the urgent unsatisfied need for love experience of some sort. He believes that the work of many teachers throughout the country is conditioned by this failure to work out a satisfactory love life, and that this situation helps explain the common stereotype of the teacher as a stiff, cranky, rigid and unfeeling person. There was evidence that some individuals had partially sublimated this need but that many had not successfully done so.

Feelings of inferiority and inadequacy, of lack of confidence in one's own abilities, of sense of failure were quite widespread and intense, and apparently led to much mental suffering. Social withdrawal and introversion tended to accompany these feelings of inadequacy. Anxiety and worry over physical difficulties were also common. There was undoubtedly a real reason for this in some cases, but in others it seemed to be a conversion into physical symptoms of the anxieties and frustrations met elsewhere. Some of the teachers complained of heavy teaching schedules, too many encroachments on their time, senseless community restrictions, inadequate teaching or living conditions, autocratic administration, and principals or superintendents who neglected to organize and administer the school in the best interests of pupils and teachers. Some of the teachers had never achieved a satisfactory plan of recreation.

The author ends with the positive suggestion that "Probably the most effective antidote for problems of a personal nature which beset teachers is the presence of a strong and healthy administrator who, by his own presence and

influence, can make his school a happy family and can lend his support, encouragement, and acceptance to every teacher under him." This suggestion grew out of the frequently expressed feeling that the administrator is autocratic, arbitrary and dictatorial, and the common mention of the unfulfilled need for recognition and praise from those in authority.

THE ROLE OF PERSONALITY MALADJUSTMENT IN READING DISABILITY.

By Arthur I. Gates. *Journal of Genetic Psychology*, September 1941, 59:77-83.

The author here presents his own interpretations of the findings of a series of eight studies carried on in recent years by himself and his students. He draws two conclusions with regard to methods of investigation. First, that the control group is absolutely essential; each disability case must be matched with a good reader of the same age, sex, intelligence, schooling, and home environment. Second, the genetic type of study is preferable to the diagnostic. Appraisal of the factors being studied should be made before and during the time the child is learning to read, rather than after he has learned or failed to learn.

The first outstanding conclusion is that no single personality pattern is characteristic of the pupil of adequate intelligence who becomes a reading failure or disability case. Pupils of all sorts of personality types, abilities, emotional adjustments, home backgrounds, and parental relationships are found among the disability cases. Conversely, good readers have not been found to be superior to poor readers in any trait or in experiential background.

Certain patterns of unfortunate motivation or of emotional reaction have in some cases been revealed as at least the partial cause of reading disability. These resistances and blockings may arise from such conditions as the following: apparent indifference of parents or teacher to the welfare of the child, with resulting feelings of neglect and insecurity; hostility of parents or teacher, indicated by predictions of failure and persistent scolding; over-anxiety or over-protection by parents; conflicting pur-

poses of parents and teacher; conflicting desires of the pupil himself due to rivalry with brothers, sisters or other children; strong emotional tensions due to ridicule or embarrassment before other children. The evidence reveals that such personality maladjustments as those just listed are relatively infrequent causes of serious reading defects, being responsible for between one-tenth and two-tenths of such cases. The conditions mentioned sometimes serve as highly motivating influences, leading the child to vigorous effort to learn in spite of or because of the condition.

Certain maladjustments occur in connection with reading disability, but it is not possible to state whether they are the cause, the result, or the concomitant of the reading difficulty. Five types of maladjustment are listed: unusual nervousness; withdrawal, indicated by truancy, day-dreaming and other evasions; aggressiveness, indicated by bullying other pupils or persistent attempts to annoy the teacher; defeatism, an attitude of hopelessness, strong inferiority feelings; chronic worry.

By no means do all pupils who have serious difficulty with reading exhibit emotional tensions or personality maladjustments. In the studies reported, the percentage of such difficulties was only moderately larger among the reading disability cases than among good readers. The greater the reading disability, the more probability is there that personality maladjustment also exists. Gates' own estimate is that seventy-five per cent of marked reading disability cases will reveal maladjustments of personality. The personality maladjustment will be the cause of the serious reading difficulty in twenty-five per cent of these cases, and either the accompaniment or the result in the other three-fourths.

In conclusion, the author states his conviction that typical teachers can learn to handle ninety per cent of the reading disability cases found in the schools, and that for the other ten per cent, more expert diagnosis and remedial treatment are required. He points out that teachers now can and should prevent the development of serious reading problems by taking the proper steps before either reading deficiencies or personality maladjustments are created.

News...

HERE AND THERE

New A.C.E. Branches

Metropolitan New York Association for Childhood Education, New York, N. Y.

Muskingum College Association for Childhood Education, New Concord, Ohio.

Olympia Association for Childhood Education, Washington.

Reinstated: Kindergarten-Primary Club, University of Cincinnati, Ohio.

A.C.E. Branch Forums

On Monday, April 6, representatives and delegates from many of the 495 A.C.E. Branches will assemble at the Hotel Statler in Buffalo. Marjorie Hardy, national president, will preside. After the first half hour the group will divide into six sections, with Branch presidents from various parts of the country presiding.

In these smaller groups one-half hour will be given to discussion of Branch problems. The following period will be devoted to gathering together and recording some of the problems arising in local schools and community situations as a result of the war and in exchanging experiences on how these emergency problems are being met.

Diamond Jubilee

Seventy-five years ago, in 1867, the United States Congress passed an act creating a federal agency to "aid the people of the United States in the establishment and maintenance of efficient schools and school systems and to promote the cause of education throughout the country," and that was the beginning of the U. S. Office of Education. In 1913, with the cooperation and financial assistance of the National Kindergarten Association, a Division of Kindergarten Education was established. Financial assistance was given by the International Kindergarten Union from 1915 until 1919, when an appropriation by Congress enabled the Division of Kindergarten Education to expand its usefulness.

One paragraph from the report of the U. S. Commissioner of Education for 1918 is of special interest at this time:

A timely circular sent to 10,000 kindergartners contained excellent suggestions concerning the social guardianship of young children during the war. That responsibility in this matter has been shouldered is evidenced by the number of kindergarten teachers who have been participating in activities connected with the weighing and measuring of babies; the maintaining of fresh-air funds, of nurses for congested city districts, and of ice and milk stations; supervising summer kindergartens, playgrounds and war gardens; organizing neighborhood circles in cooperation with agencies for Americanization, and holding doorstep meetings for mothers of foreign districts.

In the report for 1926 a new trend is noted:

Modern education considers work with pre-kindergarten, kindergarten and primary school children as a unit. Evidences of the growing acceptance of the idea of unified educational experience for young children are the increasing number of combined kindergarten-primary teacher-training courses, and the introduction into these courses of work to familiarize the student with the interests and activities of infants and children from 2-4 years of age. Further application of this unit idea is found in the adjustment of city school administration to place the kindergarten and primary grades under one supervisor, and in at least four representative cities nursery schools are being made an integral part of the school system.

From the 1941 report of this division by Mary Dabney Davis we quote:

Services of the past year have been materially colored by national defense measures and by the nationwide policy of establishing hemisphere solidarity. Little change has been made in the types of services rendered—correspondence, publications, conferences and committee membership. But the major emphases in these activities have reflected the schools' increased efforts to help children attain the desirable traits of thinking and behavior essential for citizens of a democracy and to understand in more detail both their own home and community life and that of neighboring American republics. These attainments are enriching and supplementing the gains in needed skills and appreciations generally accepted as the schools' responsibility.

Plans to commemorate the anniversary of the Office of Education and to recognize its achievements, its services, and its activities in the present crisis, include the early publication of a bulletin on the History of the Office of Education. Information may be secured from the U. S. Office of Education, Washington, D. C.

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Wartime Commission

The U. S. Office of Education Wartime Commission issues the following statement of general principles relating wartime objectives to permanent objectives in education:

1. War service comes first. In every instance where it can be shown that the successful prosecution of the war will be advanced by adjustments in educational purposes or organization, these changes should be made by the responsible educational authorities promptly and cheerfully.
2. In applying the foregoing principle, the following considerations should be kept in mind:
 - a. Many of the peacetime objectives of education are equally applicable in time of war. In fact, there are certain educational developments which are desirable in peace, but which, in war, become absolutely essential. (Example: Every person on completing his education should be equipped to do some useful work.) Therefore, placing war services first can contribute to certain aspects of educational progress.
 - b. War service must be interpreted broadly enough to cover (1) the functions of the armed forces and auxiliary services, (2) the production of essential war materials, and (3) the maintenance of such standards of health and morale among the civilian population as will enable them effectively to support themselves and the fighting forces.
 - c. In serving the nation's war effort, education should devote a proportion of its time and energy to that part of the war effort which is concerned with solid and enduring peace and reconstruction.
3. Educators should regard the current situation as an opportunity to render distinguished patriotic service in their localities and states. The educational forces should not try to conserve and protect their present programs or institutions as such, but should actively seek ways of adjusting the educational program to the needs of a

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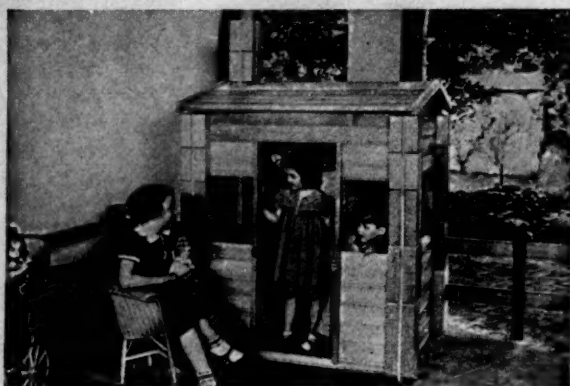
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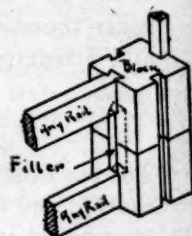
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(Continued from page 335)

wartime situation. They should be prepared to make major adjustments in the types of educational service rendered.

4. The principles suggested here can be put into operation through some such activities as the following (not listed in the order of importance). These activities are discussed in greater detail in the report of the Educational Policies Commission on *A War Policy for American Schools*:

Making available and training workers for war industries and wartime agriculture.

Producing certain goods and rendering certain services needed by the war.

Conserving materials and accepting the necessity of personal sacrifice.

Helping to raise funds to finance the war.

Increasing effective manpower by correcting educational deficiencies.

Promoting health and physical efficiency.

Protecting school children and property against attack.

Protecting the ideals of democracy against war hazards.

Teaching the issues and progress of the war, the peace, and reconstruction.

Sustaining morale and strengthening initiative.

Promoting intelligent citizenship.

5. Since the demands of the war situation on the schools, colleges, libraries, and other educational institutions are so imperative and are so intimately related to the success of the entire war

effort, the maintenance of war-related educational services should be accorded a high degree of priority among competing claims on public interest and the nation's economic resources.

The Association for Childhood Education represented on the Wartime Commission has had a part in the preparation of this statement. The principles outlined can be adopted and applied by A.C.E. groups and by individuals in every field of education.

A War Policy for American Schools, mentioned in paragraph 4 of this statement, may be ordered from the Educational Policies Commission, 1201 Sixteenth St., N. W., Washington, D. C. Price 10c.

New Radio Scripts

The National Park Service, U. S. Department of the Interior, has made available to schools, radio stations and civic organizations scripts of the "Adventures of Cuthbert, the National Park Pup." Characters in the 15 fifteen minute dramatizations of national park wildlife are played by children. Secure full information from the Office of Information, National Park Service, Washington, D. C.